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ABSTRACT

This volume is the fourth in a series of monographs documenting the literature in the field of transition. Types of documents cited include journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. For each of the 381 documents, bibliographic information and an annotation are included. A separate section lists video productions in the area of transition. Author, title, and descriptor indexes are provided. The "OSERS Project File Listing" is also provided, containing names, addresses, and telephone numbers of projects funded by the Office of Special Education and Rehabilitative Services, organized by competition number. The "OSERS Project Products Listing" contains bibliographic entries for material produced by OSERS projects and is also arranged by competition number. (JDD)

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ED318166

Annotated Bibliography on Transition from School to Work

Volume 4

Lynda N. Leach
Adrienne S. Harmon

EC 230568

TRANSITION
INSTITUTE
AT ILLINOIS

BEST COPY AVAILABLE

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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Annotated Bibliography on
Transition from School to Work
Volume 4

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PREFACE

This volume of the Annotated Bibliography on Transition from School to Work is the fourth in the series of monographs documenting the literature in the field of transition. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports, to name a few. We attempt to be broad in scope, but we cannot claim to be comprehensive. There are others who are making similar literature review efforts in specialized areas of transition, such as in work evaluation and federal legislation, and when these resources are found, they are included in our data base. Our uniqueness is in the annual compilation of relevant materials and in our inherent link with the OSERS-funded demonstration projects.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting from the OSERS-funded projects their reports and products. This volume reflects significantly their contributions, particularly in the form of final reports and video presentations. Videocassette recordings are becoming a popular tool to market transition services and to educate parents, employers, and the public about the goals of national and local transition efforts. This volume has a new separate section of video productions in transition which can be used to identify titles and contact sources.

The organization of Volume 4 is basically the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. It is intended that each document citation contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries & Indexes" has been included to help identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation that corresponds to the "OSERS Project File Listing," which facilitates direct contact with each project. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Institute documents which have been entered into the ERIC data base and are accessible by ED number.

Our growing data base has become a unique resource for documenting state-of-the-art transition products and activities. Again, we would like to thank all of the OSERS projects for responding to our information requests and sharing their products and activities with others concerned with transition.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES

Entry Number	32.
Author	Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.)
Date	(1985).
Title/journal/publisher	The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.
See Note below for detail ...	(Comp. No. 84.158A - OSERS File No. 32)
Descriptors	supported employment / job coach / vocational evaluation / job placement / follow-up studies / Virginia / transition models
Annotation	This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects and the OSERS Project File Listing for contacting project.

GUIDE TO INDEXES

Author/Subject/Title	Absenteeism - 245 Accommodation - 19, 124, 256, 270,
Entry Number	270, 282, 305, 368, 390 Adaptability skills - 300 Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON TRANSITION

1.
Outreach Development & Dissemination Division. Developmental Center for Handicapped Persons. Utah State University. (1987).

Put that person to work! A co-worker training video for the co-worker transition model [Videocassette]. Logan, UT: Author. (Comp. No. 84.078C - OSERS File No. 212)

co-worker involvement / vocational training / Utah

Part I of this co-worker training video for the Co-Worker Transition Model is approx. 24 min. in length and presents demonstrations in different work settings of how co-workers help train workers to do tasks. Breaking down the task into the following steps is discussed and demonstrated: (1) tell workers what to do, (2) show workers what to do, (3) watch workers after each step to see if they understand, (4) coach workers as they do each step, (5) tell and show workers what to do all the way through the task, (6) tell, show, watch, and coach each step individually, and (7) evaluate the worker's performance.

Part II of this set is approx. 26 min. in length, is entitled "Trainer & Worker Implemented Tools," and presents the following tools which trainers and workers can employ to help the workers do the best job possible. Trainer tools include: (1) tape recording sessions to see if instructions are correct, (2) set up the work area to test individually the steps to see if done correctly, (3) give one-minute reminders if doing a good job and how much was done incorrectly, and (4) give bonuses and warnings. Worker implemented tools include: (1) using picture checklists, (2) using timers if worker taking too much time, (3) and teaching workers to check their own work for mistakes. Both VHS tapes are in color.

2.
Curl, Rita M.; McConaughy, E. Kathryn; Pawley, Jean M.; & Salzberg, Charles L. (1987).

Put that person to work! A co-worker training manual for the co-worker transition model. Logan, UT: Outreach Development and Dissemination Division. Developmental Center for Handicapped Persons. Utah State University. (Comp. No. 84.078C - OSERS File No. 212)

co-worker involvement / vocational training / Utah

This manual was developed to prepare on-the-job workers for training new workers to do their job. It explains successful training methods used to train mentally retarded workers. Units are organized to guide the new trainer step by step in this new responsibility. Appendixes include task lists, task checklists, floor plans, and training scripts and materials.

3.
Levine, Phyllis; Allen, Lucy; & Wysocki, Katy (1986).

The follow-up study: An annotated bibliography. Seattle: Experimental Education Unit WJ-10. Child Development and Mental Retardation Center. University of Washington.

follow-up studies / literature review / special education / Washington

This annotated bibliography is a historical testimony to the question of what happens to students who experience special education. Citations and abstracts of follow-up studies are organized by time period and span the years 1900 to 1986. Entries are alphabetized within those sections.

4.
Edgar, Eugene; & Levine, Phyllis (1986).

Washington state follow-up studies of postsecondary special education students in transition. Seattle: Networking and Evaluation Team. Experimental Education Unit WJ-10. University of Washington.

follow-up studies / Washington / special education

This document presents findings of cross-sectional and longitudinal follow-up studies since 1982 on data which had been collected on 1,292 former special education students who left school in Washington from 1976 to 1984. It is intended that these data will serve as a resource accessible to policymakers, educators, administrators, agencies, and parents who need quantifiable, relevant, current information for making decisions, designing curriculum, and directing the transition of handicapped youth from school to the work world.

5.
Edgar, Eugene; Webb, Sharon; & Elmer, John (1987).

The role of a university affiliated facility (UAF) in providing services to young adults with developmental disabilities: Final report. Seattle: Experimental Education Unit. Child Development and Mental Retardation Center. University of Washington.

program development / adult services / Washington

This is the final report of a project which had as its major outcome to develop a set of recommendations for the role of CDMRC (Child Development and Mental Retardation Center) in developing programs (research, training, direct service) for adults with developmental disabilities. A number of activities were performed to reach this outcome. The following two entry numbers in this bibliography reflect these activities and were included in the appendix of this report.

6.
Elmer, John F.; Webb, Sharon L.; & Edgar, Eugene (1987).

Summary of existing data base on adult services for persons with developmental disabilities in Washington State. Seattle: Child Development and Mental Retardation Center. University of Washington.

Washington / adult services / data analysis

The purpose of this study was to survey existing data sources on services for adults with developmental disabilities in Washington in order to develop a baseline of need vs. available services. Findings are discussed with the greatest needs in vocational and residential areas. Listing of data sources is included.

7.
Webb, Sharon L.; Elmer, John F.; & Edgar, Eugene (1987).

Delphi survey results: Adult services for persons with developmental disabilities in Washington State. Seattle: Child Development and Mental Retardation Center. University of Washington.

Washington / Delphi survey / program development / adult services

Results of a study conducted by staff at the University of Washington to gather information from key informants in Washington State are presented. The purpose was to gain a convergence of opinions and suggestions for future planning for the Child Development and Mental Retardation Center regarding adults with developmental disabilities.

8.
Webb, Sharon L.; & Edgar, Eugene (1986).

Juvenile Corrections Interagency Transition Project. Final report. 1982-1986. Seattle: University of Washington.

juvenile corrections / Washington / program development

The purpose of this report is to share the results of the Juvenile Corrections Interagency Transition Project. The project's purpose was to develop and implement procedures that could be used at all juvenile corrections institutions and public schools in Washington to facilitate appropriate educational programming for students who move to and from institutions.

9.
Baugher, Dan (Ed.) (1981).

Measuring effectiveness. San Francisco: Jossey-Bass, Inc., Publishers.

program evaluation

This volume focuses on the difficulties inherent in measuring effectiveness and offers some potential solutions to these problems for a diverse set of measurement situations. Chapters focus on the assessment of effectiveness for organizational activities, psychopharmacological research, and education.

10.
Fadely, Diane C. (1987).

Job coaching in supported work programs. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

job coach / supported employment

This monograph is designed to address the many roles and functions of job coaches in various employment settings. Techniques and procedures that have been found to be effective in actual job coaching situations are presented. Vocational rehabilitation personnel and school system personnel will find this book useful for self-study or in-service training, as a reference for developing a job description for job coaches, as an aid for supervisors planning to hire job coaches, and as a guide for agencies seeking to establish supported work programs.

11.
Drew, Clifford J.; Logan, Donald R.; & Hardman, Michael L. (1988).

Mental retardation: A life cycle approach (4th Ed.). Columbus, OH: Merrill Publishing Co.

mental retardation / research synthesis

The intent of this updated book is to discuss the field of mental retardation from perspectives of many disciplines. The text is designed primarily for students in the social and behavioral sciences. References and indexes are included.

12.
Lovitt, Thomas C.; & Ballew, Constance (1988).

Self-management tactics. Seattle: University of Washington.

self-control training / behavior modification

This collection of self-management tactics represents an attempt to present the results of a wide range of studies exploring various aspects of self-management in a format which can be readily applied to specific classroom situations and student needs. All are intended for secondary students (6th grade and up).

13.
Thomas, Dale F.; Coker, Charles C.; & Czerlinsky, Thomas (1988).

Final report: Demonstration of a school-based vocational preparation model for transition from school to work. Menomonie, WI: Research and Training Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout. (Comp. No. 84.023D - OSERS File No. 19)

final report / Wisconsin / Project ADAPT

This is the final report for Project ADAPT, which demonstrated a vocational rehabilitation-oriented School Year Transition to Work Model. Three components of the model were employment readiness assessment, job seeking skills, and a structured job search. Implementation of the model, results, and conclusions are discussed, and a bibliography is included.

14.
Schill, William J. (1988).

Five transition policy studies including pertinent literature synthesis. Seattle: Transition Research on Problems of Handicapped Youth. University of Washington.

Project TROPHY / research synthesis / policy research / transition

The papers contained in this monograph on transition policy resulted from the research activities of the TROPHY staff. The titles of the five studies are:
1. Transition policies for youth with disabilities: Now a question of implementation.
2. Transition planning methods and progress: A national study.
3. Are we in danger of making the same mistakes with ITPs as were made with IEPs?
4. Washington job development strategies survey.
5. Administrator's perceptions of early work experiences for youth with mild disabilities.

15.
Fewell, Rebecca R; & Vadasy, Patricia F. (Eds.) (1986).

Families of handicapped children: Needs and supports across the life-span. Austin, TX: Pro-Ed.

family involvement / parent involvement / support networks / policy research

This text focuses on the developmental nature of families' experiences in caring for a handicapped child. Mothers, fathers, siblings, and other relatives all play a variety of roles within the family, and the presence of a handicapped child will have an impact on those roles that will change over time. Excerpts from interviews and statements by family members offer insight into family experiences that outsiders -- professionals, researchers, service providers -- often lack. Fourteen contributors explore these family expressions from two perspectives, intrafamilial supports and extrafamilial supports, which together reflect the life-span development of the family.

16.
Rubin, Stanford E.; & Roessler, Richard T. (1987).

Foundations of the vocational rehabilitation process (3rd Ed.). Austin, TX: Pro-Ed.

vocational rehabilitation / program development / independent living / rehabilitation counseling

The third edition of Foundations covers the role of the rehabilitation counselor and the four-stage rehabilitation process: evaluation, planning, treatment, and placement. Two new chapters dealing with sociological aspects of disability and technology have been added. Other chapters have been expanded and updated. More than 850 references have been incorporated into this new text.

17.
Koegel, Robert L. (1982).

How to integrate autistic and other severely handicapped children into a classroom. Lawrence, KS: H & H Enterprises, Inc.

autism / mainstreaming

Group instruction is the key to successfully integrating autistic children with their non-handicapped peers. This book details specific procedures involved in teaching all children to work independently and explains how to teach autistic children to pay attention and not be distracted by extraneous stimuli.

18.
Carr, Edward G. (1981).

How to teach sign language to developmentally disabled children. Austin, TX: Pro-Ed.

sign language / nonverbal children

This book can be employed during the first one or two years of language training to give handicapped, nonverbal children a basic communication system. It is a valuable tool for parents, teachers, speech pathologists, child psychologists, psychiatrists, and other professionals. The emphasis is on helping children display and use functional language skills day by day.

19.
Lakin, K. Charlie; & Bruininks, Robert H. (Eds.) (1985).

Strategies for achieving community integration of developmentally disabled citizens. Baltimore: Paul H. Brookes Publishing Co.

community integration / independent living / leisure skills / vocational training

The intent of this volume is to share strategies which have been successful and contributed to the advancement of community integration for developmentally disabled persons. Contributing authors discuss assessment and intervention, vocational preparation and employment, managing and enhancing integration, and organizational and fiscal issues. References and an index are included.

20.
Schinke, Steven Paul; & Gilchrist, Lewayne D. (1984).

Life skills counseling with adolescents. Austin, TX: Pro-Ed.

social skills / independent living

This is a pragmatic handbook for human services professionals to help youths 9-18 become competent, responsible, and happy adults. The book details well-tested teaching strategies and presents proven methods for designing, implementing, and evaluating life skills programs. References and indexes are included.

21.
Barraga, Natalie (1983).

Visual handicaps and learning. Austin, TX: Exceptional Resources.

visually impaired / special education

This text brings together the most up-to-date research with past practices in the education of children with visual handicaps. Topics such as motor development to vocational training and assessment procedures to technology are covered, as well as explanations of the relationship between vision and learning. References are included.

22.
Summers, Jean Ann (Ed.) (1986).

The right to grow up: An introduction to adults with developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

social skills / leisure skills / independent living / vocational training

This book provides an appraisal of the changing emotional and physical needs of maturing young adults with developmental disabilities. Addressing the pressing issues of providing adequate services for these individuals throughout their lives, this text examines the services that are available to all adults with developmental disabilities. References and indexes are included.

23.
Schalock, Robert L.; & Thornton, Craig V. D. (1988).

Program evaluation: A field guide for administrators. New York: Plenum Press.

program evaluation / process analysis / impact analysis / cost effectiveness

This book was written to help human service program administrators interpret, assess, and conduct program evaluations. The approach is to provide administrators with a general framework for evaluation, with guidelines to help them focus their evaluative efforts, match their resources with their evaluative needs, and to provide a basis for them to judge more efficiently the merits of evaluations conducted by others. References and an index are included.

24.
Bricker, Diane; & Filler, John (Eds.) (1985).

Severe mental retardation: From theory to practice. Reston, VA: Division on Mental Retardation of the Council for Exceptional Children.

program development / special education / parent involvement / community integration

The purpose of this edited volume is to synthesize current information in critical areas that impact the severely mentally retarded. Contributors have reviewed the most current and pertinent literature in programming and critical issues and then have discussed what they see as most salient. Each chapter concludes with a discussion of trends to be expected or areas that most need attention. References and an author index are included.

25.
Stowitschek, Joseph J.; & Salzberg, Charles L. (1987).

Job success for handicapped youth: A social protocol curriculum. Reston, VA: Council for Exceptional Children.

social skills / curriculum / vocational training

This monograph addresses the importance of social skills and social competence to employment success for persons with handicapping conditions. It will serve as an important resource guide to both school- and nonschool-based professionals who are concerned with the rehabilitation and community adjustment of handicapped youths and adults. Guidelines, procedures, and instrumentation are provided for (a) assessing client status on socially validated social skills required in both school- and community-based employment settings, (b) effective use of curriculum guidelines and scripts for teaching essential social skills, (c) teaching social skills in actual work settings, and (d) individualizing the instructional process to accommodate both client attributes and special setting requirements. References and master forms for duplication are included.

26.
Dowling, Jane; & Hartwell, Cindy (1988).

Compendium of project profiles 1988. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

model programs / Secondary Transition Intervention Effectiveness Institute / directories

This document, produced by the Technical Assistance program staff at the Transition Institute at Illinois, is the third directory of grants funded under the OSERS Secondary Education and Transitional Services for Handicapped Youth initiative. One of the major activities within the Institute is to collect, summarize, and disseminate information about the model programs funded under the federal initiative. The dissemination of the descriptive data through the Compendium is intended to facilitate efforts to assure the long-range impact of the initiative upon both school- and community-based programs. Index includes access to many fields of project information.

27.
Sattler, Jerome M. (1988).

Assessment of children (3rd Ed.). San Diego: Jerome M. Sattler, Publisher.

psychoeducational assessment / special education / personnel preparation / testing and measurement

This text is designed to assist the reader in becoming a skilled clinician (clinical psychologist, school psychologist, counseling psychologist, educational psychologist, special educator, social worker, speech therapist). The technical and clinical skills needed to be a competent clinical assessor are discussed. Appendixes, references, and indexes are all included.

28.
Foss, Gilbert; Cheney, Doug; & Bullis, Michael (1986).

TICE: Test of Interpersonal Competence for Employment [Part of the Working I & II Series]. Santa Monica, CA: James Stanfield & Company.

social skills / vocational adjustment / work environment / testing and measurement / TICE (Test of Interpersonal Competence for Employment)

TICE, a 61-item test, is the assessment part of Working II with the following entry (#29) Interpersonal Skills Training for Employment (ISTE), and focuses on skills which have been empirically identified as important for job tenure. The development of TICE was guided by the Behavior Analytic model of test construction (Goldfried & D'Zurilla, 1969). This four-stage model provides both a detailed analysis of the problems of the target population (i.e., mildly retarded work-trainees) and criterion behaviors for these problem areas by persons in authority (i.e., community employers). Test administration is also discussed.

29.
Foss, Gilbert; & Vilhauer, Debra A. (1986).

Working II - Interpersonal Skills Assessment and Training for Employment: Teacher's guide [24 video lessons with assessment scale]. Santa Monica, CA: James Stanfield & Company.

social skills / vocational adjustment / testing and measurement / work environment / ISTE (Interpersonal Skills Training for Employment) / video production

ISTE is a part of the Working II program (Entry #28 is the other part) and incorporates proven methods for teaching handicapped persons the social content required for successful employment. The authors found that combining videotape modeling and problem solving was the most effective and cost effective of four methods evaluated for teaching employment-related social skills. The ISTE incorporates this instructional method into a 9-step teaching procedure designed to develop knowledge based on behavioral mastery of key social competencies. Included with this teacher's guide are three videotapes entitled, (1) "Interaction with Supervisors" (37.01 min.), (2) "Interaction with Co-Workers" (40.00 min.), and (3) "Working II: A demonstration - An introduction to the teaching procedures used in the Working II program."

30.
Mithaug, Dennis E. (n.d.).

Adaptability training workshop modules. Colorado Springs, CO: Author.

vocational adjustment / adaptive behavior

Module topics include:
    Part I: How to teach independence and success
    Part II: How to train adaptability on the job
    Part III: How to establish adaptability training
        in supported employment.

31.
Revell, W. Grant, Jr.; Arnold, Sue; Taylor, Brenda; & Zaitz-Blotner, Sheri (1982).

Project Transition: Competitive employment service for the severely handicapped mentally retarded. Journal of Rehabilitation, 48(1), 31-35.

Project Transition / Virginia / job placement / competitive employment

This article describes Project Transition, an urban-based job placement program providing job placement and job maintenance services to severely handicapped mentally retarded individuals. Through a program of preplacement orientation within competitive job settings and on-site training following job placement, project clients are provided with support required for them to retain competitive level employment. Clients placed through the project receive full competitive wages and benefits without subsidy from government funds during training and employment.

32.
Harpring, Sharon A.; Haenn, Joseph F.; Hocutt, Anne M.; Cook, Thomas J.; & Dunteman, George H. (1986).

A handbook for evaluating secondary/transition projects for handicapped students. [Technical Assistance Component - Secondary Transition Intervention Effectiveness Institute]. Research Triangle Park, NC: Center for Educational Studies. Research Triangle Institute.

program evaluation / model programs / transition

This evaluation handbook has been designed particularly for secondary/transition intervention projects (model programs) which have been mandated to have evaluation plans of their programs. Included in this handbook are topics focusing on evaluation, planning, implementing the evaluation, and reporting and using the evaluation results. Appendixes include an annotated bibliography and worksheets for the three chapters.

33.
Schloss, Patrick J.; Santoro, Christine; Wood, Constance Ellen; & Bedner, Mary Jo (1988).

A comparison of peer-directed and teacher-directed employment interview training for mentally retarded adults. Journal of Applied Behavior Analysis, 21(1), 97-102.

interview skills / peer involvement / generalization

Interview skills deficits may limit employment prospects of mentally retarded adults. Although numerous papers highlight the importance of interview skills, few have validated effective strategies for use with mentally retarded persons. Further, there has been a lack of research contrasting rival interview skills training strategies. The present study was conducted with two mentally retarded young adults. It contrasted peer-directed instruction, in which both participants were equally deficient in the target skills, with teacher-directed instruction. Results of the investigation indicated that instruction, rehearsal, and feedback may be effective strategies regardless of who provides instruction. Comparisons of teacher-directed and peer-directed instruction indicated little or no difference in the effectiveness of the two procedures. However, the peer-directed procedure involved considerably less staff time than did the teacher-directed procedure.

34.
Albright, Leonard; & Frasier, James (1982).

Handicapped student, parent and special educator involvement in vocational education in Vermont: Final report [Submitted to the Vermont Advisory Council on Vocational Education]. Burlington, VT: Authors.

Vermont / parent involvement / special education / vocational education / final report

The overall purpose of this study was to conduct a statewide assessment of parent and special educator involvement in vocational education in Vermont for the Vermont Advisory Council. This report presents the procedures and major findings with recommendations for state-level policy makers.

35.
Rusch, Frank R.; Rose, Terry; & Greenwood, Charles R. (1988).

Introduction to behavior analysis in special education. Englewood Cliffs, NJ: Prentice-Hall Press.

behavior analysis / special education / psychoeducational assessment

This volume explores the use of behavioral analysis techniques in special education settings, beginning with a historical overview of the two areas and a discussion of their commonalities. Behavior-analytic approaches to assessment of special education students are covered, as are the principles and practices that affect behavior. Extensive documentation and numerous examples discuss the successful integration of behavioral principles with educational applications.

36.
Mithaug, Dennis E.; & Hanawalt, David A. (1978).

The validation of procedures to assess prevocational task preferences in retarded adults. Journal of Applied Behavior Analysis, 11(1), 153-162.

prevocational skills / vocational evaluation

Three severely retarded young adults between the ages of 19 and 21 years participated in a prevocational training program and worked regularly on six different tasks during the scheduled six-hour day. The study attempted to assess each subject's preferences for the six tasks: collating, stuffing, sorting, pulley assembly, flour-sifter assembly, and circuit-board stuffing. Choices for the moderately preferred tasks decreased when consistently paired with the preferred tasks and increased when consistently paired with the least-preferred tasks.

37.
Seltzer, Gary B. (1981).

Community residential adjustment: The relationship among environment, performance, and satisfaction. American Journal of Mental Deficiency, 85(6), 624-630.

residential facilities / independent living

A cohort of 153 persons released from a state school for mentally retarded persons was studied with regard to two outcome measures of community residential adjustment: (a) adaptive behavior as measured by the percentage of mastered skills that a subject performed regularly and independently and (b) subject's satisfaction with aspects of their residential environments. Five environmental dimensions of six residential program types were examined, and significant differences among the program types on these environmental dimensions were reported. A multiple regression analysis was performed to explain the relationship between the measures of adaptive behavior and individual and environmental characteristics. Benefits of this study's measurement of community adjustment were discussed in terms of their potential use for future research and for use by planners and providers of services.

38.
Romer, Daniel; & Berkson, Gershon (1981).

Social ecology of supervised communal facilities for mentally disabled adults: II. Predictors of affiliation. American Journal on Mental Deficiency, 85(3), 229-242.

residential facilities / social skills / sheltered workshops

The behavior of 304 mentally disabled adults was observed in five settings (one residence, four sheltered workshops) during periods when they were free to affiliate with peers. Regression analyses using settings, personal traits (age, sex, IQ, and diagnosis), and mediating variables (e.g., physical attractiveness, desire for affiliation, and length of institutionalization) were conducted to predict various aspects of affiliative behavior. Settings accounted for 16 to 63 percent of the predictable variation independent of personal and mediating variables. Although older and mentally ill clients affiliated less extensively, neither degree of retardation, length of previous institutionalization, use of medication, or other physical disabilities appeared to affect affiliation independent of other variables. In general, clients who were physically attractive, desired affiliation, and had intelligent peers in their programs affiliated more extensively and intensively with peers. In total, the findings indicate that the variables most predictive of affiliation in the present community settings were also the ones most amenable to personal or environmental change.

39.
Romer, Daniel; & Berkson, Gershon (1981).

Social ecology of supervised communal facilities for mentally disabled adults: III. Predictors of social choice. American Journal of Mental Deficiency, 85(3), 243-252.

social skills / residential facilities / sheltered workshops

This paper is the third in a series in which the social behavior of mentally disabled clients in community facilities was examined. In this report, social choice for various cognitive and physical characteristics and for exposure to others was investigated in five settings. Preferences were inferred from observed affiliation, self-reports, and staff judgments. Clients tended to prefer peers to whom they had more exposure, same-sex peers, and peers of similar attractiveness. Opposite-sex relationships were also common and were stronger for women. Neither similarity nor complementarity choice was obtained for age or the desire for affiliation; however, retarded clients tended to be segregated from mentally ill clients. Although clients tended to name friends of similar intellect, a form of "limited complementarity" appeared to govern observed affiliation preferences in that clients preferred to affiliate with peers who were somewhat different in IQ. This result suggests that clients of relatively moderate intelligence are critical to the social integration of a setting, since they are most likely to form relationships with clients of both higher and lower intelligence. The implications of these results for the sociability of a setting were discussed.

40.
Romer, Daniel; & Berkson, Gershon (1981).

Social ecology of supervised communal facilities for mentally disabled adults: IV. Characteristics of social behavior. American Journal of Mental Deficiency, 86(1), 28-38.

social skills / residential facilities / sheltered workshops

Behavior categories for observations of 304 mentally disabled adults were analyzed in relation to settings (sheltered workshops and residential facility), personal characteristics (age, sex, IQ, diagnosis, and desire for affiliation) and characteristics of partners. Both settings and personal characteristics predicted individual behavior rates for the 10 most frequently observed behavior categories. As many as 14 dimensions were extracted from behavior observed in more intense dyadic relationships; these dimensions were strongly related to characteristics of the individuals in the relationships. Although more intelligent individuals exhibited higher rates of verbal behavior, they were not more verbal in their intense social relationships. Furthermore, individuals at all levels of intelligence were sensitive to the intellectual characteristics of their partners. The results suggest that the social behavior of mentally disabled people is complex and sensitive to the presence and characteristics of others; peer-group composition seems to be critical to social adaptation in communal settings for this population.

41.
Berkson, Gershon (1981).

Social ecology of supervised communal facilities for mentally disabled adults: V. Residence as a predictor of social and work adjustment. American Journal of Mental Deficiency, 86(1), 39-42.

sheltered workshops / social skills / residential facilities

Matched groups of mildly retarded people who lived with their families, independently, or in a sheltered-care home were compared with respect to various measures of work performance and social behavior in sheltered workshops. Differences between the groups were negligible. The results suggest that residential placement by itself does not strongly correlate with productivity or sociability.

42.
Buchak, Paula Syby; & Lerman, Alan (1988).

Facilitating access to employment through an employer/school consortium: Final report. Jackson Heights, NY: The Lexington Center. (Comp. No. 84.023D - OSERS File No. 12) final report / New York / employer involvement / multiple handicaps / hearing impaired

The final report documents the development of a model of evaluation, training, placement, and follow-up that may be employed in the transition to work process. Included in this report are methods of student evaluation and job selection, selection and assessment of jobs in an industry that are appropriate for multiply-handicapped/hearing impaired students, the establishment of a job hierarchy that includes community and industry work and training opportunities, methods for assessing and training specific work skills and approaches to follow-up that can be implemented on an industry-wide basis. Also described are approaches used to establish an ongoing relationship with an industry. Results and recommendations are discussed.

43.
Illinois Supported Employment Program (Producer) (1988).

Adaptability Training Workshop [Videocassette]. Champaign, IL: Author.

video production / adaptive behavior / independent living / job retention / job coach

This video tape (VHS, 2 hrs. 45 min., 2/19/88), features Dennis Mithaug, professor from the University of Colorado, presenting an "Adaptability Training Workshop" to job coaches in Illinois. One of the job coach's responsibilities is to make the client become more adaptable, independent, and successful on the job. Mithaug discusses what adaptability is and how one trains for independence and teaches success to mentally retarded clients. Components of adaptability include (a) decision making, (b) independent performance, (c) self-evaluation, and (d) adjustment.

44.
Zeller, Richard (1984).

Analysis of policy issues: Graduation and the diploma for handicapped students in public schools. Eugene, OR: Western Regional Resource Center.

policy research / graduation requirements / public schools

Graduation requirements for handicapped students and the award of diplomas or other certificates have presented educators with substantial problems in balancing what seem to be equally important but contradictory values. This paper proposes a set of standards based on those decisions and opinions against which existing or proposed graduation and diploma policies can be judged.

45.
Heal, Laird W.; McCaughrin, Wendy B.; & Tines, Jeffrey J. (1989).

Methodological nuances and pitfall of benefit cost analysis: A critique. Research in Developmental Disabilities, 10(2), 201-212.

cost effectiveness / human services

The recent paper by Hill, Banks, Handrich, Wehman, Hill, and Shafer, entitled "Benefit-cost analysis of supported competitive employment for persons with mental retardation" (RIDD, 1987, 8(1), 71-89), was critiqued. Concerns were of three types: logic, omission, and imprecision. Logically, Hill et al. incorrectly interchanged the concepts of cost-benefit ratio and net benefits; defined the taxpayer's perspective inconsistently; and appeared to double-adjust for inflation. Omissions included taxpayers' cost of paying benefits to workers from the regular labor force who were displaced by workers from the Hill et al. project; and certain costs and benefits when an individual changed from a minimally productive day program to an employment program. Finally, many cost and benefit estimates appeared to be extremely coarse, and to err in the direction of favoring benefits over costs. Most critically, Hill et al. reported their figures as absolutely true, when it would have been preferable to present a range of feasible cost and benefit estimates to test the sensitivity of their reported net benefit to reasonable variations in the values of its components. The ranges suggested by the present authors generally supported the conclusions of Hill et al., but reduced the certainty that taxpayers would benefit from their program.

46.
Buchak, Paula Syby (Prep. & Ed.) (1987).

The SILC job directory. Jackson Heights, NY: The Lexington Center, Inc. (Comp. No. 84.023D - OSERS File No. 12)

job placement / New York / directories / hearing impaired

The SILC Job Directory is a resource of job information for 79 volunteer and competitive job placements in NYC. Secondary Independent Living Center (SILC) students at the Lexington School for the Deaf have an opportunity to learn experientially about the world of work from these job sites.

47.
Cluver, Lissa Power; Faina, Anthony G.; Bass, Thomas E.; Cutchins, Russell O.; Graesser, Raymond C.; & Pennino, Bonita M. (1988).

Virginia's approach to services for transitioning youth and young adults with disabilities: Project VAST. Project implementation handbook. Richmond: Virginia Department of Education, Project VAST. (Comp. No. 84.158C - OSERS No. 131)

Virginia / Project VAST

Project VAST's transition efforts are described in this implementation handbook. Appendixes include agency descriptions, Virginia's major transition initiatives, OSERS definitions of postsecondary services for federal reporting purposes, VAST's training package and implementation forms, glossary, and guidelines for writing and reporting about persons with disabilities.

48.
Affleck, James Q.; Weisenstein, Greg; Noble, Kathleen; & Benedetti, Dina (1987).

Continuing education project: A realistic transition model for secondary school handicapped: Final report. Seattle: University of Washington. (Comp. No. 84.158A - OSERS File No. 35)

Realistic Transition Model (RTP) / final report / urban environment

The RTP model was designed to serve a large population of mildly disabled students from a multicultural, urban environment. The focus of the project was employment and post-school independence. This report is rich in data and examines each of the components of the project. Recommendations and conclusions are drawn. Appendixes conclude the report.

49.
Gloeckler, Lawrence C. (1988).

Assisting learning disabled students transition to post-secondary programs through cooperative planning at the secondary level: Final report. Albany, NY: New York State Education Department, Office for Education of Children with Handicapping Conditions, Division of Program Development. (Comp. No. 84.158C - OSERS File No. 46)

learning disabilities / New York / final report / community colleges

This project addressed the lack of adequate transitional asssistance for learning disabled students interested in attending a community college. The goal of the project was to prepare and assist students in their transition to the postsecondary system by strengthening the secondary program. Information on management, development, implementation, dissemination, and evaluation are included.

50.
Berkowitz, Edward D. (1987).

Disabled policy: America's programs for the handicapped: A Twentieth Century Fund report. Cambridge: Cambridge University Press.

policy research / program development / federal legislation

Combining history and an analysis of policy today, this book exposes the contradictions in America's disability policy and suggests means of remedying them. Based on archival research and interviews with policymakers, the author illustrates the dilemmas that public policies pose for the handicapped in areas of worker's compensation, Social Security Disability Insurance, vocational rehabilitation, civil rights, and independent living programs. Berkowitz offers answers to many tough questions and urges restructuring at the federal level. As far as the author is concerned, at this point, there is no disability policy in the U.S. Notes and an index are included.

51.
Johnson-Dorn, Nancy; Stremel-Campbell, Kathleen; & Toews, Jane (1984).

Developing effective integration between students with severe handicaps and their peers: A teacher's manual. [Teaching Research Integration Project for Children and Youth with Severe Handicaps]. Monmouth, OR: Teaching Research Publications.

peer involvement / social skills / attitudes / integration strategies

This manual describes the dilemma that school administrators initially face in integrating students with severe handicaps. Practical suggestions with examples for public school integration and community involvement are provided.

52.
Toews, Jane; Moore, William G.; Brodsky, Meredith; & Brostrom, Glenn (1984).

Implementation strategies for integration: An administrator's manual [Teaching Research Integration Project for Children and Youth with Severe Handicaps]. Monmouth, OR: Teaching Research Publications.

integration strategies / public schools

This manual describes the dilemma that school administrators initially face in integrating students with severe handicaps. Practical suggestions with examples for public school integration and community involvement are provided.

53.
Blair-Thomas, Lynn; Wilson, Tina Farnes; Guida, Judy Clark; & Manning, Sandra (Ed.) (1986).

PROJECT ENTRANS: A model for transition of preschool children with handicaps into public school. Monmouth, OR: Teaching Research Publications.

Project EnTrans / Oregon / preschool children

The contents of this manual provide a framework for the EnTrans transition process which facilitates the placement of preschool children with disabilities in their first elementary school environment. Teachers, parents, and administrators are the intended audience for the overview of the model section. Planning, intervention, and follow-up phases are geared to the teachers and administrators. The appendixes include transition forms and processes.

54.
Covert, Angela M.; & Fredericks, Bud (Eds.) (1987).

Transition for persons with deaf blindness and other profound handicaps: State of the art [Papers from the National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth, April 7-10, 1986, Pentagon City, VA]. Monmouth, OR: Teaching Research Publications.

hearing impaired / visually impaired / program development / community integration

This conference proceedings monograph focuses upon the issues of transition for those with profound multiple-sensory impairments. The specific emphasis was on individuals known as deaf-blind and their specialized service needs. The issues and principles involved in programming for this population also apply to individuals with other kinds of profoundly handicapping conditions. The concern of these professionals for persons with profound handicaps was reflected with presentations in four major areas: residential, vocational, leisure and recreation, and health. This book contains these presentations, reactions, and the syntheses of the discussions of each of these four groups.

55.
Egan, Isabelle; Fredericks, Bud; Peters, Joyce; Hendrickson, Kirk; Bunse, Carol; Toews, Jane; & Buckley, Jay (1984).

Associated work skills: A manual. Monmouth, OR: Teaching Research Publications.

social skills / work environment / associated work skills

This manual identifies associated work skills and provides guidelines for instruction in those skills. Although the manual was developed primarily for teachers at the secondary level or for those involved in rehabilitation facilities at the adult level, the behaviors identified as associated work skills are those which should be taught at a very early age, as they provide skills and abilities which provide total life functioning for the individual with handicaps.

56.
Fredericks, Bud; Covey, Cameron; Hendrickson, Kirk; Deane, Kate; Gallagher, John; Schwindt, Angela; & Perkins, Cybil (1987).

Vocational training for students with severe handicaps. Monmouth, OR: Teaching Research Publications.

vocational training / secondary education / part-time work / program development

This book provides details on implementing a community based vocational training project at the secondary level. It provides details on job development, training of students on jobs, data keeping, the teaching of associated workskills, and maintaining good public relations with employers. Finally, it provides a philosophy for a vocational program at the secondary level for students who are moderately and profoundly impaired.

57.
Whitehead, Claude W. (1988, May).

Job opportunities today and tomorrow: Ensuring career choices, mobility, and employment continuity: Reinforcing supported employment systems and programs. Paper presented at the Annual Conference of President's Committee on Employment of the Handicapped, Washington, DC.

supported employment / job retention / employment forecasting / career guidance

This paper presents a response to the new developments of expanded employment options for the developmentally disabled by providing an analysis of the current and future employment opportunities, including career paths and advancement potential. The intent of the author is to provide a base of information on the labor market which will serve to broaden the perspective of educators, trainers, and other service providers, as well as persons with severe disabilities, their parents and guardians, and others regarding the world of work -- today and tomorrow. References are appended.

58.
Scott, Aurelia C.; Yin, Robert K.; Schaff, Rhonda Leach; Erlanger, Wendy J.; & Appleby, Judith A. (1987).

Evaluation of discretionary programs under the Education of the Handicapped Act: Severely Handicapped Program: Final report. Washington, DC: COSMOS Corporation.

program evaluation / OSERS / Severely Handicapped Program

This report by the COSMOS Corporation covers a goal evaluation of the Severely Handicapped Program, authorized under Part C of the Education of the Handicapped Act. A related study, a strategy evaluation, was conducted in the fall of 1987. The goal evaluation had a twofold purpose. First, the evaluation examined the nature of the program's goals and gathered preliminary information on the extent to which those goals are being achieved. Second, the evaluation provided aggregate information on the extent to which the program strategies have been implemented and the extent to which they appear to be plausible ways of achieving the program's objectives. Overview of the Severely Handicapped Program, evaluation methodology, review of descriptive characteristics of the project, program outcomes, program issues, and conclusions and recommendations are all included in this report with accompanying appendixes.

59.
Young Adult Institute (n.d.).

Parents as transitional specialists ("On Our Own" series) [Videocassette]. New York: Author.

parent involvement / video production / transition

This video focuses on the important role parents play in the transition process for their handicapped child. A panel of professionals discuss when parents should start preparing for transition, what service options they should investigate, how they should evaluate these programs, and generally how parents can be knowledgeable consumers of the options available in their community. Various service programs are highlighted (day treatment, residential, community) to inform parents of what can be expected.

60.
Meyers, C. Edward (Ed.) (1978).

Quality of life in severely and profoundly mentally retarded people: Research foundations for improvement. Washington, DC: American Association on Mental Deficiency.

quality of life / research synthesis

Individual monographs compose this edited volume and present detailed accounts of the behavioral repertory of severely/profoundly mentally retarded people and demonstrate some cost-effective means to bring about enhanced performance, principally in social interaction. Diagrams, graphs, and tables with illustrations are included, with references appending each report.

61.
Gajar, Anna Helen (1987).

Performance of learning disabled university students on the Woodcock-Johnson Psycho-Educational Battery, Part II: Tests of achievement. Diagnostique, 12(2), 87-92.

learning disabilities / psychoeducational assessment / Woodcock-Johnson Psycho-Educational Battery / postsecondary education

Identification and diagnosis of learning disabilities (LD) at the university level involves the appraisal of intelligence and achievement. This study examined the adequacy of one of the most popular individual achievement tests, The Woodcock-Johnson Psycho-Educational Battery, Part II: Tests of Achievement, with an LD university sample. The scores of 68 subjects referred to the University Program for Learning Disabled Students were analyzed. Means and standard deviations for each cluster and for each subtest were computed. Following this procedure, each test was analyzed to ascertain internal consistency of the subtests and clusters, item order, and ceiling effects. A notable lack of correspondence in item order between the normative population and this sample was observed on three of the subtests (Proofing, Word Attack, and Humanities), raising the question of validity of ceiling rules when testing LD university students. Ceiling effects were not as pervasive as those reported in studies with regular college students. Cluster and subtest reliabilities proved adequate for use in screening and diagnosis for the identification of university students with learning disabilities.

62.
Martin, James E.; Mithaug, Dennis E.; Agran, Martin; & Husch, James V. (in press).

Consumer-centered transition and supported employment. In J. L. Matson (Ed.), Handbook of behavior modification with the mentally retarded (2nd Ed.). New York: Plenum Press.

supported employment / interagency cooperation / Adaptability Model / parent involvement

Few persons with mental retardation who have graduated from public school special education programs are later employed in community jobs. Transition and supported employment programs have been developed to improve this situation. These programs target in-school and community-based job training and placement during the school years and focus upon long-term follow-up and support after graduation. Typically, planning and placement decisions are made with little or no consumer input, and consumer choices are not given much consideration. This chapter outlines a consumer-centered transition and supported employment program implemented in cooperation with the schools, state division of rehabilitation, local service agencies, and parents. The program is based on the Adaptability Model, an instructional approach that enables students to become independent workers who can adapt to changes at their job sites.

63.
Danley, Karen S.; & Anthony, William A. (1987).

The Choose-Get-Keep Model: Serving severely psychiatrically disabled people. American Rehabilitation, 13(4), 6-9, 27-29.

psychiatrically disabled / supported employment / Choose-Get-Keep Model

Supported employment has emerged recently as a new service option in the field of developmental disability. Currently, a number of supported employment programs are being developed for people with long-term mental illness. Supported employment represents an expanded vision of what vocational services are possible for people with psychiatric disabilities. However, the "place-train" model of supported employment, which has become popular in developmental disability, must be replaced by a "choose-get-keep" model of supported employment for people with psychiatric disabilities. The critical concepts and programmatic implications of the choose-get-keep supported employment model are presented.

64.
White, Stephen; & Johanson, Raymond (n.d.).

Index of least restrictive employment. Great Falls, MT: Great Falls Transition Project. Great Falls Public Schools. (Comp. No. 84.078C - OSERS File No. 157)

Montana / least restrictive environment / vocational evaluation

The Index of Least Restrictive Employment focuses on job security, opportunity for advancement, job satisfaction, planning, earnings, and integration aspects of transition. It provides professionals an easily administered tool which attends to the transition and employment concerns of all workers and provides a means to measure the movement from more to less restrictive employment and training settings. It also includes an age-appropriate measure for students as they prepare to exit public schools.

65.
White, Stephen; & Kiser, Paula (1988).

Job coaching manual. Great Falls, MT: Great Falls Transition Project. Great Falls Public Schools. (Comp. No. 84.078C - OSERS File No. 157)

job coach / Montana / personnel preparation

The purpose of this manual is (a) to emphasize the value of professional, well-trained job coaches to enable workers with disabilities to reach their potential in the workforce, (b) to equip the job coach with the tools of the trade, (c) to be a resource and guide to other materials which can expand one's skills, and (d) to enable the job coach to anticipate situations before they happen. References and a glossary are included.

66.
Johanson, Ray; & White, Stephen (1988).

Transition from school to work: A guide for parents of youth receiving special education. Great Falls, MT: Great Falls Transition Project. Great Falls Public Schools. (Comp. No. 84.078C - OSERS File No. 157)

parent involvement / vocational training / Montana

This handbook is designed to help parents begin the transition process from school to adulthood for their children receiving special education services. It is intended to stimulate questions and provide answers. Contact information on state advocacy groups is provided.

67.
White, Stephen; Johanson, Ray; & Schaefer, Cathy (1988).

Supervisor's manual: A handbook for supervisors and coworkers designed to enable workers with disabilities to reach their potential in the work force. Great Falls, MT: Great Falls Transition Project. Great Falls Public Schools. (Comp. No. 84.078C - OSERS File No. 157)

least restrictive environment / personnel preparation / supported employment / Montana

The purpose of this manual is to provide supervisors with a practical set of skills which enables them to motivate workers with disabilities to become contributing, successful, and satisfied employees with as little assistance from service providers as possible. This manual is designed to promote opportunities for workers with disabilities which are as least restrictive as possible. Intervention strategies, additional reading material, and lists of local, state, and national resources are included.

68.
Shafer, Michael S.; Rice, Martha Larus; Metzler, Helen M. D.; & Haring, Michael (n.d.).

A survey of nondisabled employees' attitudes toward supported employees who are mentally retarded. Richmond: Rehabilitation Research and Training Center, Virginia Commonwealth University.

co-worker involvement / attitudes / supported employment

A survey was administered to 226 co-workers of supported employees with mental retardation. The purpose of this survey was to assess nondisabled employees perceptions and experiences with co-workers with mental retardation. The results suggest that contact in the workplace does not significantly affect the attitudes of nondisabled employees regarding the social and vocational competence of individuals with mental retardation. Additionally, results were obtained that suggest that the majority of contact between nondisabled employees and supported employees with mental retardation is concentrated on task performance; very little contact between employees was reported during breaks at work and after hours. These results are discussed in light of their implications for supported employment providers.

69.
Lichtenstein, Stephen (1988).

Making a new start: Redefining the role of the school in helping people with severe disabilities to prepare for life [includes brochure, Preparing for Transition]. Concord, NH: New Hampshire

Board of Education, and State Department of Education. (Comp. No. 84.086M - OSERS File No. 150)

New Hampshire / program development / interagency cooperation / special education

In this background paper, the New Hampshire Special Educational Bureau seeks to clarify the concept of transition and to describe New Hampshire's response to the federal school-to-work initiatives. The New Hampshire Department of Education seeks to link educational outcomes more closely with improved adult life expectations for students with severe disabilities, thus reversing traditionally ineffective educational approaches for students labeled developmentally disabled, mentally retarded, deaf-blind, and multiply handicapped, through the promotion of a major policy initiative within the Department. In presenting this underlying conceptual framework, the Special Education Bureau hopes to encourage local education agencies to review their traditional curricula for students with severe disabilities, and to develop transition programs which provide greater real-world opportunities for students with severe disabilities. References are included.

70.
Brinckerhoff, Loring C.; & Anderson, Patricia L. (1988).

Northeast Technical Assistance Center for Learning Disability College Programming (NETAC): Annual Report. 1987-1988. Storrs, CT: University of Connecticut. Special Education Center. (Comp. No. 84.078C - OSERS File No. 153)

Connecticut / annual report / learning disabilities / postsecondary education

Activity highlights of NETAC's first year are outlined in this annual report. This project's objectives are (a) to train personnel from each state in the region who can then provide on-site technical assistance, (b) to encourage the development of effective learning disabled college programs and enhance the ability of learning disabled college personnel to appropriately program for learning disabled students in postsecondary institutions throughout the region, and (c) to provide a network for sharing information, dissemination of best practices, and development of policy regarding learning disabled college students.

71.
Repp, Alan C.; Nieminen, Gayla S.; Olinger, Ellen; & Brusca, Rita (1988).

Direct observation: Factors affecting the accuracy of observers. Exceptional Children, 55(1), 29-36.

special education / direct observation methods / research synthesis

The use of direct observation methods to collect data relevant to research and practice in special education is widespread. Although the reliability of such data has often been addressed, far less attention has focused on the accuracy of these data. The purposes of this article are (a) to review research on factors that adversely affect the accuracy of observers, and (b) to provide recommendations for reducing their possible influence. The areas discussed include reactivity, observer drift; the recording procedure; location of the observation; reliability; expectancy and feedback; and the characteristics of subjects, observers, and settings.

72.
Morrow, Sue Ann (1987).

Project PET: Final report. Kirksville, MO: EDGE, Inc.
(Comp. No. 84.158C - OSERS File No. 39)

Project PET / Missouri / final report

The final report for Project PET gives an overview of the goals and efforts to develop and implement a cooperative model for planning and developing transitional services for persons with developmental disabilities. Results indicate success in providing a model transition plan and employment opportunities, as well as initiating changes in curriculum for students with disabilities.

73.
Roessler, Richard; & Bolton, Brian (1985).

Employment patterns of former vocational rehabilitation clients and implications for rehabilitation practice. Rehabilitation Counseling Bulletin, 28(3), 179-187.

vocational rehabilitation / employment outcomes / Arkansas

A follow-up interview was conducted for 57 former vocational rehabilitation (VR) clients in Arkansas regarding factors bearing on their vocational success. Responses to questions regarding their perceptions of rehabilitation services, work-related problems, employer-hiring attitudes, and support of family and friends suggested 12 recommendations for enhancing the employment prospects of handicapped persons. Selected recommendations for practice included more (a) job-seeking skills training and job club programs for clients, (b) training of parents and families to assist in and support clients in the job-seeking process, (c) vocational counseling with a career development focus, (d) long-term counselor follow-up of client employment status, and (e) counselor efforts in job development.

74.
Jones, Michael L.; Petty, C. Ray; Bolles, Christine; & Mathews, R. Mark (1986).

Independent living: A survey of program and service needs. Rehabilitation Counseling Bulletin, 29(4), 278-283.

independent living centers (ILCs) / demographics / program evaluation

Little current information is available on independent living centers (ILCs) and their needs. In this study the authors used a mailed survey to collect demographic information about independent living programs and to analyze existing service and organizational needs. Survey results were analyzed separately for programs receiving funds from the rehabilitation comprehensive services, and capital development, capital disabilities, and capital amendments of 1978 and other ILCs. Survey results suggest a number of similarities and differences between ILCs funded under Title VII and other ILCs. Program demographics, current organizational needs, and current service needs are discussed.

75.
Elston, Randal R.; & Snow, Brent M. (1986).

Attitudes toward people with disabilities as expressed by rehabilitation professionals. Rehabilitation Counseling Bulletin, 29(4), 284-286.

attitudes / Oklahoma / rehabilitation counseling

In this study the authors attempted to determine differences in attitudes toward people with disabilities among rehabilitation counselors, personnel at rehabilitation evaluation centers, and sheltered workshop personnel in Oklahoma. Results indicate that no significant difference exists among the three groups and that the demographic variables of education, amount of work experience with disabled persons, and presence of disability were not significantly related to attitudes.

76.
Livneh, Hanoch (1988).

Assessing outcome criteria in rehabilitation: A multi-component approach. Rehabilitation Counseling Bulletin, 32(1), 72-94.

human services / outcome criterion assessment

Several approaches exist for categorizing outcome criterion measures in the human services. This article reviews these approaches and suggests a multidimensional paradigm based on conceptualizations advocated in the literature. The proposed paradigm views rehabilitation outcome criteria from three distinct vantage points: (a) functional domains (individual, other, and community); (b) sources (client, rehabilitation professional, significant others, independent observers, and psychophysiological and socio-occupational status data); and (c) outcome dimensions (temporality, contextuality, targetedness, globality, relativity, and comprehensiveness). The article concludes with a discussion of the paradigm's implications for rehabilitation practice.

77.
Johnson, Virginia Anne; Greenwood, Reed; & Schriner, Kay Fletcher (1988).

Work performance and work personality: Employer concerns about workers with disabilities. Rehabilitation Counseling Bulletin, 32(1), 50-57.

employer attitudes / productivity / social skills

Employers continue to have reservations about hiring people with disabilities. They remain concerned about performance abilities in such areas as productivity, safety, and tenure, but are also concerned about work personality attributes such as acceptance of the work role and ability to work as a team member. The authors report on the results of a survey of employers on these factors and present implications for rehabilitation practitioners based on the findings.

78.
Moore, Stephen C.; Agran, Martin; & Fodor-Davis, Julie (in press).

Using self-management strategies to increase the production rates of workers with severe handicaps. Education and Training of the Mentally Retarded.

productivity / self-control training

This investigation assessed the effects of a self-management training program on the production rates of four workers classified as severely mentally retarded. The program was comprised of the following self-management components: (a) self-instructions, (b) goal setting, and (c) self-reinforcement. Results indicated that the program substantially improved the production rates for all workers for up to three months. Implications of these findings are discussed.

79.
Weisgerber, Robert A. (1987).

TEAM WORK: Training education and abilities: A model for work. Final report: Transition techniques and strategies. Palo Alto, CA: American Institutes for Research.

final report / social skills / vocational training / interagency cooperation

Project TEAM WORK was a three-year research and development project which was aimed at (1) identifying the types of social interactions that are critical to employability for school-exiting handicapped students, (2) identifying ways in which schools, agencies, and businesses can collaborate in the development of student/client/employee social skills, (3) develop guidebooks to help in the implementation of transition programs with a strong social skills component, (4) field test and refine the materials, and (5) publicize the project and prepare the materials for publication. This final report describes the method, findings, and recommendations made. References and appendixes are included.

80.
Parent, Wendy S.; & Hill, Mark L. (n.d.).

From sheltered to supported employment outcomes: Challenges for rehabilitation facilities. Manuscript submitted for publication.

program development / supported employment / rehabilitation facilities

This paper examines the organizational change process as it applies to facilities involved in converting from sheltered workshops and day programs to supported employment services. The internal and external factors which motivate facilities to change their service delivery approach are presented. Second, the obstacles challenging facilities and resources for assistance with the implementation of a conversion change process are reviewed. Potential obstacles include attitudinal, administrative, experiential, and logistical barriers. Suggestions of available funding sources, staff training and technical assistance programs, and conversion and supported employment implementation resources are provided. Program evaluation is an essential component for monitoring outcomes and assessing the costs and benefits to participants. Outcomes to be evaluated and areas for future research to determine the variables that contribute to successful conversion are discussed.

81.
Mastropieri, Margo A.; & Scruggs, Thomas E. (1985-86).

Early intervention for socially withdrawn children. Journal of Special Education, 19(4), 429-441.

social skills / special education / meta analysis

Eighteen studies were reviewed in which single-subject methodology was employed to evaluate treatment of social withdrawal in preschool children. Studies were systematically analyzed for a number of variables, including description of target subjects, type of intervention, length and intensity of intervention, primary intervenor, and several outcome variables, including percentage of nonoverlapping data points from baseline to intervention phases and an overall outcome rating based on a 3-point scale. Studies were analyzed for covariation between outcomes and study characteristics. Results indicated that (a) interventions in which target subject interactive behaviors were directly reinforced and measured were the most successful interventions, (b) target subjects' unreinforced responses to trained peer confederates exceeded that of target subjects' unreinforced social initiations to confederate peers, (c) reinforced confederate peer social interactions exceeded unreinforced interactions, and (d) unreinforced modeling had little effect on subsequent social behavior. Furthermore, setting and skill generalization generally did not occur, maintenance was rarely assessed, and information about the characteristics of subjects included in such analyses was extremely limited. Implications for further research are given.

82.
Taylor Institute (1988).

An assessment of the effectiveness of developmental training programs in Illinois: A report for the Governor's Planning Council on Developmental Disabilities. Chicago: Author.

Illinois / program evaluation / developmental training programs / Inventory for Client and Agency Planning (ICAP)

Major findings and recommendations are presented in this Taylor Institute report which assessed the developmental training program initiative in Illinois. Major purposes of the project included:

1. Conduct client assessments on a sample of the DT I and DT II population and review client eligibility and appropriateness for DT programs;
2. Provide baseline data of DTI and II programs' administrative, programmatic, and fiscal policies, procedures, and practices;
3. Identify and assess the essential components of DT programs' service planning and delivery processes relevant to the provision of effective developmental training or active treatment; and
4. Examine organizational and resource barriers which prevent/inhibit the provision of effective developmental services.

The project employed two data collection instruments: the Inventory for Client and Agency Planning (ICAP) and a structured

Program Survey instrument developed by the Taylor Institute. Graphs and tables are used to illustrate data analysis.

83.
Thompson, Sandra Jespersen (1988).

Transition planning guide from school to adult life. Roseville, MN: Northeast Metropolitan Intermediate School District 916. (Comp. No. 84.086M - OSERS File No. 144)

Minnesota / individualized transition plans / career guidance / independent living

This guide has been prepared to assist students with disabilities, their families, and the professionals who work together with them to become familiar with the variety of adult support services available and to create a systematic plan for transition from school to quality, integrated adult lives. The guide is to be used from the time transition goals are included in a student's IEP at age 14 to the time they graduate at age 21. Parts of the guide may also assist persons with disabilities throughout their adult lives. The guide should not be considered all-inclusive. An attempt has been made to address many critical issues, but it must be understood that each individual may have other issues that are critical in the transition process.

84.
Council of Chief State School Officers. Resource Center on Educational Equity. (1988).

The disabled student in transition: Developing cooperative state models to meet the transition needs of disabled youth: An interagency approach. Washington, DC: Author.

interagency cooperation / model programs

This brochure describes the individual state projects and identifies generic components suitable for replication in other states.

85.
Mercer, Cecil D.; Hughes, Charlie; & Mercer, Ann R. (1985).

Learning disabilities definitions used by state education departments. Learning Disability Quarterly, 8(1), 45-55.

learning disabilities / data analysis

This article features the results of a survey of the 50 State Departments of Education regarding their definitions of learning disabilities, identification criteria, and operationalization procedures. A conceptual framework consisting of 10 components is presented for analyzing the data in terms of definition and identification criteria. Results show a significant impact of the 1977 federal definition and criteria while revealing variations in state definitions and criteria. To determine current trends the data are compared with those from a similar survey conducted in 1976. Survey findings are discussed in terms of trends, heterogeneity of LD, and the NJCLD definition.

86.
Chadsey-Rusch, Janis (1987).

Project directors' third annual meeting: Conference proceedings. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

transition / Secondary Transition Intervention Effectiveness Institute.

The purpose of this document is to provide an overview of the proceedings of the Project Directors' Third Annual Meeting which was sponsored by the Secondary Transition Intervention Effectiveness Institute. The meeting, which was held in Washington, DC, on December 10-11, 1987, was designed to provide an update of the Transition Institute's activities and to encourage the exchange of information, the sharing of expertise, and the building of collegiality among persons concerned with the transition of youth with handicaps from secondary schools to adulthood. This document includes a summary of the proceedings, including the agenda; the keynote presentation by Dr. Eugene Edgar; the findings from the program evaluation, applied research, and technical assistance programs; descriptions of presentations made by project directors; an evaluation of the meeting; and a list of the participants and advisory members.

87.
Leach, Lynda N.; & Harmon, Adrienne S. (1988).

Annotated bibliography on transition from school to work (Vol. 3). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

literature review / transition

Volume 3 of the Annotated Bibliography on Transition from School to Work continues the review of the literature pertaining to evaluation methodology, the efficacy of secondary and transitional services, and related topics that was begun in Volume 1 and continued in Volume 2. Coverage is not comprehensive, but rather representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 3 does not duplicate Volumes 1 and 2, therefore using all volumes will provide a more accurate review of the transition literature. As with Volumes 1 and 2, the intent of Volume 3 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition.

88.
Rehabilitation Research and Training Center, Virginia Commonwealth University; Department of Rehabilitative Services [VA]; Department of Mental Health, Mental Retardation, and Substance Abuse [VA]; Virginia Providers of Supported Employment (1988).

Successful outcomes in supported employment: Quarterly report. Richmond: Authors.

supported employment / Virginia / data analysis

This quarterly report of the cooperative efforts between the authors has three sections: the first section covers key outcomes related to supported employment; the second section provides information on consumer demographics; and the third section illustrates the data in graphs and charts.

89.
Bender, Michael; Richmond, Lee J.; & Pinson-Millburn, Nancy (Eds.) (1985).

Careers, computers, and the handicapped. Austin, TX: Pro-Ed.

career guidance / computer technology

This text, a product of a colloquium on the campus of Johns Hopkins University in May 1982, provides concerned educators, counselors, scientists, administrators, and policymakers with persuasive evidence that technology can and will play an important role in the career development and vocational maturity of the handicapped youth and adult population. This book is intended to provoke the consideration of new ways in which the helping professions can work with their colleagues in the hard sciences on behalf of these individuals. An index and resource guide to computer technology for handicapped are included.

90.
Wilcox, Barbara; & Bellamy, G. Thomas (1987).

The activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

curriculum / leisure skills / quality of life

This catalog of activities is a field-tested curriculum that helps prepare young adults with disabilities for integrated home, leisure, and work settings. It takes a functional approach to achieving performance goals through the mastery of complete activities. Step-by-step instructions are provided for each activity.

91.
Herman, Joan L.; Morris, Lynn Lyons; & Fitz-Gibbon, Carol Taylor (1987).

Evaluator's handbook (Program evaluation kit ; 1). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

The Evaluator's Handbook is the first volume of the Program Evaluation Kit, a set of books intended to assist people who are conducting program evaluations. The kit may be an aid both to experienced evaluators and to those who are encountering program evaluation for the first time. Each book contains step-by-step procedural guides to help people gather, analyze, and interpret information for almost any purpose, whether it be to survey attitudes, observe a program in action, or measure outcomes in an elaborate evaluation of a multifaceted program. Examples are drawn from educational, social service, and business settings. In addition to suggesting step-by-step procedures, the kit also explains concepts and vocabulary common to evaluation, making the kit useful for training or staff development. The Program Evaluation Kit consists of nine books, each of which may be used independently of the others [See Entry Nos. 91-99].

The Evaluator's Handbook provides an overview of evaluation activities and a directory to the rest of the Program Evaluation Kit. Chapter 1 explicates the evaluation perspective which grounds the kit and describes the role of evaluation in common phases of program development. It also discusses things to consider when trying to establish the parameters of an evaluation. Chapter 2 presents specific procedural phases for conducting formative or summative evaluations. Chapters 3, 4, and 5 contain specific guides for accomplishing three general types of studies; a formative evaluation, a standard summative evaluation, and a small experiment. The handbook concludes with a master index to topics discussed throughout the kit.

92.
Stecher, Brian M.; & Davis, W. Alan (1987).

How to focus an evaluation (Program evaluation kit ; 2). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Focus an Evaluation, the second volume in the Program Evaluation Kit, provides advice about planning an evaluation, that is, deciding upon the major questions the evaluation is intended to answer, the general approach, and identifying the principal audience for the evaluation. It discusses three general elements in the focusing process: existing beliefs and expectations of clients and of the evaluator, the process of gathering information, and the process of formulating an evaluation plan. Five different perspectives on the evaluation process are presented: the experimental approach; the goal-oriented approach; the decision-focused approach; the user-oriented approach; and the responsive approach.

93.
Fitz-Gibbon, Carol Taylor; & Morris, Lynn Lyons (1987).

How to design a program evaluation (Program evaluation kit ; 3). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Design a Program Evaluation, the third volume in the Program Evaluation Kit, discusses the logic underlying the use of quantitative research designs -- including the ubiquitous pretest-posttest design -- and supplies step-by-step procedures for setting up and interpreting the results from experimental, quasi-experimental, and time series designs. Six designs, including some unorthodox ones, are discussed in detail. Finally, the book includes instructions about how to construct random samples.

94.
Patton, Michael Quinn (1987).

How to use qualitative methods in evaluation (Program evaluation kit ; 4). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Use Qualitative Methods in Evaluation, the fourth volume in the Program Evaluation Kit, explains the basic assumptions underlying qualitative procedures, suggests evaluation situations where qualitative designs are useful, and provides guidelines for designing qualitative evaluations, including how to use observational methods, how to conduct in-depth, open-ended interviews, and how to analyze qualitative data.

95.
King, Jean A.; Morris, Lynn Lyons; & Fitz-Gibbon, Carol Taylor. (1987).

How to assess program implementation (Program evaluation kit ; 5). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Assess Program Implementation, the fifth volume in the Program Evaluation Kit, discusses the role and importance of implementation evaluation and presents methods for designing, using, and reporting the results using assessment instruments to describe accurately how a program looks in operation. Step-by-step guides are provided for program records, observations, and self-reports.

96.
Henerson, Marlene E.; Morris, Lynn Lyons; & Fitz-Gibbon, Carol Taylor (1987).

How to measure attitudes (Program evaluation kit ; 6). Newbury Park, CA: Sage Publications.

attitudes / program evaluation / Sage Program Evaluation Kit

How to Measure Attitudes, the sixth volume in the Program Evaluation Kit, will help an evaluator select or design credible instruments to measure attitudes. The book discusses problems involved in measuring attitudes, including people's sensitivity about this kind of measurement and the difficulty of establishing the reliability and validity of individual measures. It lists myriad sources of available attitude instruments and gives precise instructions for developing questionnaires, interviews, attitude rating scales, sociometric instruments, and observation schedules. Finally, it suggests how to analyze and report results from attitude measures.

97.
Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor; & Lindheim, Elaine (1987).

How to measure performance and use tests (Program evaluation kit ; 7). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Measure Performance and Use Tests, the seventh volume in the Program Evaluation Kit, provides an overview of a variety of approaches to measuring performance outcomes. It presents considerations in deciding what to measure and in selecting or developing instruments best suited to an evaluation's goals. Methods for ensuring validity and reliability also are discussed.

98.
Fitz-Gibbon, Carol Taylor; & Morris, Lynn Lyons (1987).

How to analyze data (Program evaluation kit ; 8). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Analyze Data, the eighth volume in the Program Evaluation Kit, is divided into three sections, each dealing with an important function that quantitative analysis serves in evaluation: summarizing scores through measures of central tendency and variability, testing for the significance of differences found among performances of groups, and correlation. Detailed worksheets, nontechnical explanations, and practical examples accompany each statistical procedure. A discussion of meta-analysis techniques also is included.

99.
Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor; & Freeman, Marie E. (1987).

How to communicate evaluation findings (Program evaluation kit ; 9). Newbury Park, CA: Sage Publications.

program evaluation / Sage Program Evaluation Kit

How to Communicate Evaluation Findings, the ninth volume in the Program Evaluation Kit, is designed to help an evaluator convey to various audiences the information that has been collected during the course of the evaluation. It contains an outline of a standard evaluation report, directions for written and oral reporting, and model tables and graphs.

100.
Matson, Johnny L.; & Marchetti, Allen (1980).

A comparison of leisure skills training procedures for the mentally retarded. Applied Research in Mental Retardation, 1(1&2), 113-122.

social skills / leisure skills / behavior modification

A comparison of treatment procedures was made by training a leisure activity frequently requested by mentally retarded adults, operation of a stereo. Eleven mentally retarded adults were randomly assigned to each of five experimental conditions. Two of the experimental conditions (placebo treatment and no-treatment groups) served as control groups while the other three conditions were provided "active" treatments. Order of effectiveness for the five experimental conditions was independence training, traditional classroom training, independence training plus traditional classroom training, placebo treatment, and the no-treatment group.

101.
Greenspan, Stephen; & Shoultz, Bonnie (1981).

Why mentally retarded adults lose their jobs: Social competence as a factor in work adjustment. Applied Research in Mental Retardation, 2(1), 23-38.

job retention / social skills / vocational rehabilitation

Based on interviews with former employers and others, an attempt was made to determine the primary reason for the involuntary termination from competitive employment of 30 mildly and moderately mentally retarded individuals. Three "social" reasons (deficits in temperament, character, and social awareness) and three "non-social" reasons (production inefficiency, health problems, and economic layoff) were used to code the data. Support was obtained for two hypotheses: (1) that social incompetence plays at least as important a role in explaining competitive job failures of mentally retarded workers as do nonsocial reasons; (2) that interpersonally inept behavior (low social awareness), rather than emotionally disturbed or antisocial behavior, appears to be the most frequent factor operating for those mentally retarded workers who are terminated because of social incompetence. Vocational rehabilitation implications of these findings for the assessment, training, and placement of mentally retarded clients are discussed.

102.
Kazdin, Alan E.; & Matson, Johnny L. (1981).

Social validation in mental retardation. Applied Research in Mental Retardation, 2(1), 39-53.

social validation / community integration / normalization

In the last several years, adaptive skills and community functioning have been accorded an increasingly important role in defining mental retardation. With increased emphasis on community placement and normalized living conditions, treatment and rehabilitation programs have shifted their focus to more adaptive skills. Successful community placement requires not only identifying the relevant behaviors but also ensuring that the magnitude of effects achieved in treatment are sufficient. Social validation refers to a methodology to identify the appropriate focus of treatment empirically and to determine levels of treatment gains required for success. The present paper discusses alternative methods of identifying behaviors for treatment and evaluating the magnitude of treatment effects. Social validation is discussed as a means for operationalizing and evaluating many of the goals of successful community placement and acceptance implicit in the normalization concept.

103.
Schroeder, Carolyn S.; & Schroeder, Stephen R. (1981).

Mental retardation in the United States: Assessment, program development, and applied research. Applied Research in Mental Retardation, 2(2), 181-194.

federal legislation / advocacy / research synthesis / program development

Recent history of mental retardation in the United States reveals a prodigious growth in establishing the right to education, treatment, work, due process, and fair wage. New public laws guarantee a right to a free, appropriate, individualized education. Trends in applied biomedical research show new data in medical and biochemical genetics, neurotoxicology of environmental pollutants, neurobiology of developmental behavior disorders, nutrition, and the developmental psychophysiology of mental retardation. New and important data have emerged with early intervention programs for high risk infants, in sociobehavioral studies of mental retardation, and research on the quality of life of severely and profoundly retarded persons. Behavior modification has had a major influence on instructional technology in mental retardation.

104.
Greenspan, Stephen; Shoultz, Bonnie; & Weir, Marsha M. (1981).

Social judgment and vocational adjustment of mentally retarded adults. Applied Research in Mental Retardation, 2(4), 335-346.

social skills / vocational rehabilitation

Two studies dealing with interpersonal judgments of mildly mentally retarded adults were carried out. In the first study, mentally retarded adults referred for vocational evaluation were found to be significantly less able to discriminate accurately between adept and inept vocationally relevant social problem-solving tactics than were physically handicapped and mentally ill adults. In the second study, mentally retarded adults with good vocational adjustment were found to have significantly better interpersonal judgment than individuals of equal IQ but with poor vocational adjustment. These results suggest that social judgment level may be an important contributor to work success of mentally retarded adults, and that greater attention should be paid to this variable by vocational rehabilitation professionals.

105.
O'Neill, John; Brown, Margaret; Gordon, Wayne; Schonhorn, Robert; & Greer, Ellen (1981).

Activity patterns of mentally retarded adults in institutions and communities: A longitudinal study. Applied Research in Mental Retardation, 2(4), 367-379.

follow-up studies / deinstitutionalization

The purpose of this study was to measure change in residents' activity patterns as they moved from a large total-care institution to community living. Activity pattern data were collected on 26 individuals just before leaving the institution (T1), eight months post-exit (T2), and two-and-one-half years post-exit (T3). The results showed significant and substantial increases in overall frequency and diversity of activities between T1 and T2; these increases were maintained at T3. This pattern of results occurred within two of the four activity content categories (Family Role and Recreation/Social) as well as within both of the activity location categories (At Home and Away from Home).

106.
La Greca, Annette M.; Stone, Wendy L.; & Bell, Charles R., III (1982).

Assessing the problematic interpersonal skills of mentally retarded individuals in a vocational setting. Applied Research in Mental Retardation, 3(1), 37-53.

social skills / behavior analysis / vocational evaluation

The present paper reports on two studies which were designed to assess specific interpersonal situations and behaviors that interfere with a mentally retarded individual's adjustment to a vocational setting. In the first study, lists of problematic interpersonal situations and problematic behaviors were generated based on (a) interviews with prevocational teachers, school personnel, and work supervisors in a sheltered workshop setting, and (b) behavioral observations of workers in prevocational classes and a workshop setting. The list of problematic behaviors was further evaluated by work supervisors to determine the frequency and seriousness of each behavior. This information provided a basis for establishing training priorities in an interpersonal skills training program for mentally retarded individuals. In a second study, problem behavior ratings were obtained from prevocational teachers and residential supervisors for 40 mentally retarded individuals. Teachers additionally rated each individual using several standardized assessment scales (Behavior Problem Checklist, AAMD Adaptive Behavior Scale, Vocational Competency Scale). After placement in a sheltered workshop setting, problem behavior ratings were obtained from work supervisors for each individual, and the length of successful employment was assessed. Intercorrelations among measures and across raters provided initial support for the validity and reliability of the problem behavior list. Implications for future research and training on interpersonal-vocational skills are discussed.

107.
Snart, Fern; & Swann, Valerie (1982).

Assessment of intellectually handicapped adults: A cognitive processing model. Applied Research in Mental Retardation, 3(2), 201-212.

psychoeducational assessment / vocational training / information-integration theory

Current approaches to the assessment of intellectual level and functional ability with intellectually handicapped persons are focussing on information processing measures, rather than standardized power measures such as I.Q. The present study involves an examination of cognitive processing ability as defined by the information-integration model and its relationship to success on a set of work samples, the latter having been defined as good predictors of later work success. Following the assessment of 50 intellectually handicapped adults, it was concluded that the basic tenets of information-integration theory are supported in this population, and that successive processing ability, as opposed to simultaneous processing or planning, has much to do with successful work sample performance. Results are discussed in terms of their implications for program planning and vocational training.

108.
Malgady, Robert G.; & Barcher, Peter R. (1982).

The vocational adaptation rating scales. Applied Research in Mental Retardation, 3(4), 335-344.

Vocational Adaptation Rating Scales (VARS) / social skills / job placement

The Vocational Adaptation Rating Scales (VARS) were developed to provide a comprehensive assessment of maladaptive social behavior related to vocational success, but not directly measuring job performance of mentally retarded workers. Psychometric information derived from the VARS is useful for developing individualized educational plans (IEPs) for compliance with Public Law 94-142; for program, worker, or curriculum evaluations; and for predicting placement of workers in vocational training. Research indicates that VARS scores are internally consistent, moderately correlated with other vocational measures, unbiased with respect to sex and age differences, and independent of IQ. Inter-rater reliability is acceptable, and VARS profiles are accurate predictors of level of sheltered workshop placement of mentally retarded workers, independent of IQ, sex, and age. Unlike other instruments, the VARS offers a profile of social behavior in a vocational context.

109.
Shapiro, Edward S.; & Ackerman, Adele (1983).

Increasing productivity rates in adult mentally retarded clients: The failure of self-monitoring. Applied Research in Mental Retardation, 4(2), 163-181.

productivity / sheltered workshops / behavior modification / self-control training

A series of three studies investigating procedures to increase productivity rates of mentally retarded adults in a sheltered workshop are reported. In the first study, the use of a behavioral intervention program implemented in a small classroom consisting of prompting, social praise, and performance feedback was found to significantly increase the productivity rates of five mentally retarded adults. Study 2 showed that simply the change in environment from the large, open space workshop setting to the smaller classroom did not contribute significantly to improved production. Despite the gains evident in the first study, production rates were found to decrease to pretreatment levels once the intervention was terminated. Study 3 examined the use of self-monitoring to increase productivity and achieve generalization across settings. Results of that study found self-monitoring to be ineffective. Implications for future research are discussed in light of the failure of self-monitoring with the mentally retarded.

110.
Kelly, Jeffrey A.; & Christoff, Karen A. (1983).

Job interview training for the mentally retarded: Issues and applications. Applied Research in Mental Retardation, 4(4), 355-367.

interview skills / vocational training

Vocational training has long been a major part of habilitation programs for mentally retarded adults. However, even after retarded persons develop work habits and skills, they may be unable to convince potential employers of their vocational competence. The present article discusses the rationale for systematically teaching mentally retarded persons job interview and other job finding skills and reviews applied job interview training research with mentally retarded clients and other low-functioning populations. Implementation of training techniques is also discussed.

111.
Noble, John H., Jr.; & Conley, Ronald W. (1987).

Accumulating evidence on the benefits and costs of supported and transitional employment for persons with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 12(3), 163-174.

cost effectiveness / supported employment / program evaluation

Evidence about the benefits and costs of supported and transitional employment for persons with severe disabilities is presented along with relevant caveats in the absence of controlled studies. Some of the major forms of supported and transitional employment services are compared with adult day care and traditional sheltered workshops, including work activity centers. Despite weaknesses in the data, sufficient information exists to argue that all forms of employment -- supported, transitional, and sheltered -- are more productive in terms of earnings and less costly to provide than adult day care. The lack of definitive data is seen as a major impediment to the expansion of supported and transitional employment options for people with severe disabilities; hence, stricter accountability is recommended. All service providers, regardless of the vintage of their programs, should be required to show benefits and costs within a uniform framework of measurement.

112.
Dever, Richard B. (1989).

Community-based employment training for persons with severe handicaps: The Stone Belt Center manual for job developers and job coaches. Indianapolis: Governor's Planning Council on Developmental Disabilities.

vocational training / Project CoMETS / job coach / Indiana

This manual was written to help employment training staff, particularly those in supported employment programs, work with persons who are usually seen as "unemployable," or at the least, "difficult to place." Topics presented include (a) locating potential jobs, (b) selling the employer on hiring a person with a disability, (c) performing job analysis, (d) conducting case conferences, (e) teaching the client to perform the job, (f) teaching independent living skills, (g) teaching social skills, (h) providing advocacy services, and (i) providing follow-along services. Forms and tables are included.

113.
Thornton, Craig (1985).

Benefit-cost analysis of social programs: Deinstitutionalization and education programs. In R. H. Bruininks and K. C. Lakin (Eds.), Living and learning in the least restrictive environment (pp. 225-244). Baltimore: Paul H. Brookes Publishing Company.

cost effectiveness / deinstitutionalization / human services

This chapter presents a benefit-cost accounting model for social programs. The framework of the model provides a means for organizing data on program effects and costs to facilitate their use in policy discussions and decision making. Strengths and weaknesses of the model, as well as the need to coordinate benefit-cost efforts with other evaluation activities are reviewed. References are included.

114.
Cho, Dong W.; & Schuermann, Allen C. (1980).

Economic costs and benefits of private gainful employment of the severely handicapped. Journal of Rehabilitation, 46(3), 28-32.

cost effectiveness / productivity

The objective of this paper is to investigate the economic efficiency of the handicap industries approach for employing handicapped individuals. The concept of handicap industries is discussed in relation to sheltered workshops and mainstream employment. Then, a benefit-cost analysis is applied to a handicap industry. In the analysis, questions asked were: What is the additional cost of employing severely handicapped individuals and what is the benefit of their employment measured in terms of additional production? In the case of the specific company studied, the benefit-cost ratio is estimated to exceed unity.

115.
Rhodes, Larry; Ramsing, Kenneth; & Hill, Mark (1987).

Economic evaluation of employment services: A review of applications. Journal of the Association for Persons with Severe Handicaps, 12(3), 175-181.

cost effectiveness / program evaluation

A majority of states are engaged in the process of establishing community-based employment programs for persons with severe disabilities. The application of benefit-cost procedures frequently has been suggested as a method of comparing or evaluating alternative approaches. This article provides an overview of benefit-cost analysis within vocational programs for persons with disabilities.

116.
Vandergoot, David (1987).

Review of placement research literature: Implications for research and practice. Rehabilitation Counseling Bulletin, 30(4), 243-272.

literature review / employment outcomes / job placement

Literature, primarily from the field of rehabilitation, was reviewed for relevance to placement practice and research. Only literature that was empirical in nature and that used employment status as the outcome variable was included. The review was organized using a systems framework that showed how components of the rehabilitation system contributed to placement outcomes. These components were services, clientele of programs, staff administration, and external links. Sources since 1970 were examined for inclusion. The concluding section offers recommendations for practice and additional research.

117.
Szymanski, Edna Mora (1988).

Rehabilitation planning with Social Security work incentives: A sequential guide for the rehabilitation professional. Journal of Rehabilitation, 54(2), 28-32.

Social Security benefits / disincentives to work / program development

Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) along with Medicare and Medicaid provide income support and health care benefits for persons with severe disabilities. Consideration of the impact of income on these benefits is an important dimension of rehabilitation planning with recipients. This article provides a brief description of Social Security work incentives along with a planning model for use with benefit recipients.

118.
Browning, Philip; Nave, Gary; White, W. A. T.; & Barkin, Patti Zembrosky (n.d.).

Using interactive video to teach social problem solving to mildly handicapped learners. Eugene, OR: Rehabilitation Research and Training Center in Mental Retardation. University of Oregon.

interactive video instruction / curriculum / problem solving

The purpose of this study was to evaluate the utility of an interactive video-based curriculum on social problem solving and to examine its effectiveness in terms of user knowledge and application gains. Curriculum evaluation and student performance results are promising according to the authors. Implications for future research are discussed. References are included.

119.
Tooman, Marvin L.; Revell, W. Grant; & Melia, Richard P. (1988).

The role of the rehabilitation counselor in the provision of transition and supported employment programs. In S. E. Rubin and N. M. Rubin (Eds.), Contemporary challenges to the rehabilitation counseling profession. Baltimore: Paul H. Brookes Publishing Co.

rehabilitation counseling / supported employment

The purpose of this chapter is to define the role of the rehabilitation counselor within transition and supported employment and recent developments within the rehabilitation profession. Because these employment programs are currently being written into law, the authors' discussion of the issues is prescriptive in nature. The future roles of the rehabilitation counselor are addressed. References are included.

120.
National Opinion Research Center, a Social Science Research Center. University of Chicago. (1987).

High school and beyond: 1980 sophomore cohort third follow-up (1986): Data file user's manual (Vols. 1-2). Washington, DC: Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s / follow-up studies

Volume I has been produced to familiarize data users and others with the procedures followed for data collection and processing of the High School and Beyond base year through third year follow-up surveys of the sophomore cohort and to provide necessary documentation for use of the data files. Volume II contains the survey instruments used to collect the follow-up data.

121.
National Opinion Research Center, a Social Science Research Center. University of Chicago. (1987).

High school and beyond: 1980 senior cohort third follow-up (1986): Data file user's manual (Vols. 1-2). Washington, DC: National Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s / follow-up studies

Volume I has been produced to familiarize data users and others with the procedures followed for data collection and processing of the High School and Beyond base year through third follow-up surveys of the senior cohort and to provide necessary documentation for use of the data files. Volume II contains the survey instruments used to collect the follow-up data.

122.
National Opinion Research Center, a Social Science Research Center. University of Chicago. (1983).

High school and beyond transcripts survey (1982): Data file user's manual. Washington, DC: National Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s / transcripts

The purpose of this manual is to document the procedures used to collect and process high school transcripts for a large sample of the younger cohort (1980 sophomores) in the High School and Beyond survey (HS&B). In addition, this manual will provide the user with the technical assistance needed to use the computer file.

123.
National Opinion Research Center. Institute for Demographic and Economic Studies, Inc. (1984).

High school and beyond: Revised parent questionnaire codebook. Washington, DC: National Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s / parent involvement

The parent file contains the data from questionnaires completed by a national sample of parents of seniors and parents of sophomores. This user's manual has been prepared to provide necessary documentation for the use of these data files.

124.
Kolstad, Andrew (1984).

High school and beyond: Local labor market indicators for high school and beyond schools (1980-1982): Data file user's manual. Washington, DC: National Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s / labor market analysis

The purpose of this user's manual is to provide information needed to use the High School and Beyond "local labor market indicators" for High School and Beyond schools data file.

125.
National Opinion Research Center, a Social Science Research Center. University of Chicago. (1986).

High school and beyond postsecondary education transcript study: Data file user's manual. Washington, DC: National Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s / transcripts

The High School and Beyond Postsecondary Education Transcript Study, conducted during 1984-85, involved the collection and processing of school transcripts for all members of the High School and Beyond senior cohort who had attended any form of postsecondary institution since leaving high school. The purpose of the study was to provide reliable and objective information about the types and patterns of postsecondary courses taken by High School and Beyond sample members since the base year data were collected in 1980. Course-taking patterns and performance can be statistically related to a wide range of other factors, including student characteristics and occupational and economic outcomes.

126.
National Opinion Research Center (1981).

High school and beyond school questionnaire codebook: Version I. Washington, DC: National Center for Education Statistics. OERI. U.S. Department of Education.

High school and beyond: A national longitudinal study for the 1980s

Design and use of codebook explained.

127.
LaPlante, Mitchell P.; & Stoddard, Susan (1988).

Data on disability from the National Health Interview Survey 1983-1985. (Prepared for National Institute on Disability and Rehabilitation Research). Corte Madera, CA: InfoUse.

data analysis / demographics / National Health Interview Survey (NHIS)

This report presents data on the prevalence of various types of disabilities, resulting from chronic illnesses and impairments, among the civilian noninstitutionalized population of the United States during the period 1983 through 1985. The report provides data on the number and rate of persons with disabilities who reside in the community, their sociodemographic distribution, the severity of disability, and the chronic illnesses and impairments that cause disability. Data are also presented on the prevalence of selected chronic conditions whether or not they cause disability. The tables provided in this report are national estimates and are based on household surveys of the noninstitutionalized U.S. population. The estimates were produced through secondary analysis of National Health Interview Survey (NHIS) public use data tapes provided by the National Center for Health Statistics (NCHS). Highlights of the data presented in this report are also summarized with accompanying discussion of detailed tables.

128.
Rusch, Frank R.; & Kazdin, Alan E. (1981).
Toward a methodology of withdrawal designs for the assessment of response maintenance. Journal of Applied Behavior Analysis, 14(2), 131-140.

behavior modification / withdrawal designs

Single-case experimental designs have advanced considerably in the evaluation of functional relationships between interventions and behavior change. The systematic investigation of response maintenance once intervention effects have been demonstrated has, however, received relatively little attention. The lack of research on maintenance may stem in part from the paucity of design options that systematically evaluate factors that contribute to maintenance. The present paper discusses three design options potentially useful for the investigation of response maintenance. These include: (a) the sequential-withdrawal, (b) the partial-withdrawal, and (c) the partial-sequential withdrawal designs. Each design is illustrated, and potential limitations are discussed.

129.
Browning, Philip (1988).

Simulation training as an instructional technology for transition: Final report. Eugene, OR: Rehabilitation Research and Training Center on Mental Retardation. Division of Special Education and Rehabilitation. University of Oregon.

interactive video instruction / final report / simulation training / Oregon

This final report outlines the state of the art in simulation training, the technological approach used, and the dissemination/utilization activities.

130.
Mithaug, Dennis E. (1981).

How to teach prevocational skills to severely handicapped persons. Lawrence, KS: H & H Enterprises, Inc.

prevocational skills / curriculum

This manual describes how to teach prevocational skills and work behaviors to children and youths with severe behavior and learning problems. It includes (a) the specification of work behaviors and skills necessary for survival in vocational placements in schools and in the community; (b) the identification of noncompliant students who exhibit a combination of learning and behavior disorders; and (c) a description of procedures that will help teachers and managers develop new skills while managing or eliminating behaviors incompatible with work. The manual provides step-by-step, easy to follow guidelines for identifying student needs, specifying prevocational objectives, implementing effective training and management strategies, and evaluating the program's effectiveness.

131.
Mithaug, Dennis E. (1976).

Suggested rationale, objectives, and curriculum for prevocational training of the severely handicapped. Seattle: Experimental Education Unit & College of Education. Child Development and Mental Retardation Center. University of Washington.

prevocational skills / curriculum

The author discusses the problem most vocational training programs have with relating training activities with the ultimate goal of job placement. He suggests developing a programmatic relation between the work specifications of a particular job and the training activities developed for a prospective client. Achieving this will require a coordination of placement and training personnel in the use of a common system for evaluating client progress towards objectives that functionally relate to job placement. The outcomes anticipated from such an effort should be increased effectiveness during training as well as increased efficiency in job placement.

132.
Rusch, Frank R.; & DeStefano, Lizanne (1988).

Secondary Transition Intervention Effectiveness Institute: Third annual report. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

Secondary Transition Intervention Effectiveness Institute / annual report

This Third Annual Report of the Secondary Transition Intervention Effectiveness Institute presents preliminary findings of ongoing research relevant to transition issues and activities. Summaries of each task (research, evaluation, and technical assistance) are provided for year 3 activities; overview of year 4 activities are discussed, with accompanying management plans. Tables and graphs are included throughout the monograph. References append research and evaluation sections.

133.
Rochester City School District (1987).

Life and Career Skills Development Program. 1986-1987 final report. Rochester, NY: Author. (Comp. No. 84.023D - OSERS File No. 13) final report / Life and Career Skills Development Program / New York

The overall aim of this project was to provide relevant in-school career education curriculum (life and career development training) at or near the point where the youngster was leaving school and then provide support through the initial stages of a job experience with the anticipation that cognitive and attitudinal understanding can be transferred by targeted youngster from school to work with lasting impact. This report describes activities, methods and techniques, and accomplishments, and provides an evaluation of the project.

134.
Slonneger, Glen R.; & Kelvin, Mary (1987).

Project STEER: Stimulate transition to employment through education and rehabilitation. Final report. Richmond: Virginia Department for the Visually Handicapped. (Comp. No. 84.158C - OSERS File No. 45)

final report / Virginia / visually impaired / Project STEER

The goal of Project STEER (Stimulate Transition to Employment through Education and Rehabilitation) was to develop cooperative model programs between the Virginia Department for the Visually Handicapped (DVH), the local education agencies (LEA), and the Virginia State Department of Education (SDE). The premise was that advocacy and intervention in the form of adjustment counseling, career awareness, vocational evaluations, and adapted equipment, would help more visually impaired adolescents enter and remain in vocational education programs and, therefore, more would graduate with marketable job skills. To accomplish its objectives, Project STEER provided (a) central coordination of transition activities, (b) comprehensive assessment, (c) technical assistance, (d) individual plans, and (e) equipment. This report describes activities of the project and makes recommendations based on project results. Appendixes are attached.

135.
Doonan, Marijanet (1987).

Research in education of the handicapped - Handicapped Children's Model Demonstration Project/Post Secondary Projects. Final report. Sparkill, NY: St. Thomas Aquinas College, "The STAC Exchange." (Comp. No. 84.023G - OSERS File No. 63)

learning disabilities / postsecondary education / final report / New York / "The STAC Exchange"

"The STAC Exchange," a program for undergraduates with learning disabilities at St. Thomas Aquinas College, has implemented major components of a career orientation transition program. The major goal was to enhance employability opportunities for this population (a) by developing and implementing an internal program for students that would address areas traditionally noted as dysfunctional for this population and through carefully planned activities, enhance employment opportunities, and (b) by planning, developing, and presenting effective methods by which the broader business community could develop understanding of the unique characteristics of this special population in the work force and accept these students as effective workers. This report describes implementation and dissemination activities of this project. Appendixes are included.

136.
Juhrs, Patricia (1987).

Service demonstration model: Secondary education and transitional services for handicapped youth. Final report. Rockville, MD: Community Services for Autistic Adults and Children. (Comp. No. 84.158A - OSERS File No. 27)

final report / Maryland / autism

The purpose of the project was to make a significant contribution to the development of transitional services for persons with severe handicaps by building upon and refining a successful service model for severely handicapped persons, validating the model and compiling a series of methodologies to address specific educational, behavioral and vocational training needs for persons with autism and other severe handicaps. Additionally, this project was designed to disseminate information on this model program and assist others in replicating the model. This final report describes evaluation, demographics, dissemination, replication, and product components of this project. Job descriptions of placements are appended.

137.
Whitson, Cathy (1987).

Project RESPECT: A rural vocational training model. Final project report. Lexington, KY: Metro Industries, Inc. (Comp. No. 84.023G - OSERS File No. 58)

Project RESPECT / Kentucky / final report / rural areas / vocational training

The purpose of Project RESPECT was to develop a cooperative approach to the vocational training and transition of secondary level TMH and EMH special education students attending classes in eight rural, economically disadvantaged centers in central Kentucky. Project RESPECT proposed to initiate a three-step training process which involved (a) Vocational Assessment and Goal Planning; (b) In-School Vocational Training; and (c) Transitional Community Training. This vocational training process was to be incorporated into the regular classroom curriculum and adopted by the participating classroom teachers. Through this series of training phases, students participating in the project were to acquire the work habits, skills, and behaviors necessary for postsecondary training and placement. Additionally, Project RESPECT was to link school personnel with appropriate adult service providers and assist in the development of workable transition plans. Included in this final report are implementation and activity information as well as attachments and appendixes.

138.
Dunham, Trudy (1987).

Learning Disabled College Writers' Project. Evaluation report: 1986-1987. Minneapolis: University of Minnesota. Learning Disabled College Writers' Project. (Comp. No. 84.078C - OSERS File No. 104)

evaluation report / Minnesota / learning disabilities / postsecondary education / Learning Disabled College Writers' Project / composition skills / microcomputers

The Learning Disabled College Writers' Project began its second of three years of funding in August, 1986, aiding learning disabled college students in the mastery of composition skills. The first section of this report describes the changes in project programs (microcomputer training, composition courses, and career exploration) from the first through the second year and presents information on students' opinions of these programs and attainment of course objectives. The project performance and evaluation objectives are presented in the following section. The third section is a description of the background and demographic characteristics of participating students. The final section presents preliminary conclusions based upon data from the second year, in relation to the first year project results.

139.
Dunham, Trudy (1988).

Learning Disabled College Writers' Project. Evaluation report: 1987-88. Minneapolis: University of Minnesota. Learning Disabled College Writers' Project. (Comp. No. 84.078C - OSERS File No. 104) evaluation report / Minnesota / learning disabilities / postsecondary education / Learning Disabled College Writers' Project / composition skills / microcomputers

The Learning Disabled College Writers' Project began its third and final year of funding in August, 1987, aiding learning disabled college students in the mastery of composition skills and in career exploration and planning. The first section of this report describes the adaptations in project programs (microcomputer training, composition courses, and career exploration) from the second through the third year, presents information on students' opinions of these programs and attainment of course objectives, and summarizes the program components and findings over the three years. The project performance and evaluation objectives are presented in the following section. The third section is a description of the background and demographic characteristics of participating students. The final section presents conclusions and recommendations based upon the findings over the three years of project implementation.

140.
Bernthal, John (1988).

Final performance report - year one (1987-1988) for Learning Disabilities - Technical Assistance for Leadership in Education for Nebraska's Technical Schools (LD-Talents). Lincoln, NE: University of Nebraska. (Comp. No. 84.078B - OSERS File No. 89)

learning disabilities / Nebraska / community colleges / personnel preparation

The Learning Disabilities Technical Assistance for Leadership in Education at Nebraska's Technical Schools (LD-Talents) project was designed to expand the educational resources for learning disabled (LD) students in six of the state's community colleges. A technical assistance team of higher education LD specialists trained existing community college personnel in model practices and established a visible transition network for LD students. This final evaluation report describes the project implementation, evaluation and dissemination activities, outcomes, and conclusions. Appendixes are attached.

141.
Smith, Marcia Datlow; & Coleman, Doreen (1986).

Managing the behavior of adults with autism in the job setting. Journal of Autism and Developmental Disorders, 16(2), 145-154. (Comp. No. 84.158A - OSERS File No. 27)

autism / behavior modification / vocational training

The purpose of the study was to facilitate the adjustment of adults who are severely disabled by autism to the job setting. Three cases are presented that illustrate the use of on-the-job training procedures to manage behavior problems of adults with autism. In two cases aggressive and oppositional behavior were eliminated or reduced in frequency, and in a third case production rate was increased. The feasibility of on-the-job training of adults with autism is discussed, and expanded research into vocational training programs is recommended.

142.
Smith, Marcia Datlow (1985).

Managing the aggressive and self-injurious behavior of adults disabled by autism. Journal of the Association for Persons with Severe Handicaps, 10(4), 228-232. (Comp. No. 84.158A - OSERS File No. 27)

autism / behavior modification / community integration

Two case studies are presented demonstrating the treatment of aggression and self-injury in community-integrated work, school, and home settings. Nonaversive treatment strategies were implemented by trained paraprofessionals based on information obtained from functional analyses of the aggressive and self-injurious behaviors of two adults disabled by autism. Marked decreases in aggression and self-injury were achieved. Feasibility of the treatment of aggression and self-injury in community-integrated settings is discussed.

143.
Smith, Marcia Datlow (1985).

Working with autism: Social skills training in the workplace. Manuscript submitted for publication. (Comp. No. 84.158A - OSERS File No. 27)

autism / social skills / vocational training

The purpose of this case study was to investigate the usefulness of a standard social skills training package in improving the job-related social skills of an adult disabled by autism in a nonsheltered job setting. Results indicated success, but more research and information are needed on the potential of this approach.

144.
Smith, Marcia Datlow; & Belcher, Ronald (1985).

Teaching life skills to adults disabled by autism. Journal of Autism and Developmental Disorders, 15(2), 163-175. (Comp. No. 84.158A - OSERS File No. 27) autism / independent living / model programs

The acquisition of life skills is a high priority for adults disabled by autism who are living in community-based residential programs. A training program was implemented and evaluated that consisted of analyzing life skills into component steps and providing increasing levels of assistance according to a predetermind schedule. Five adults who were severely disabled by autism and who lived in group homes in the community served as participants. All five adults showed progress in targeted life skills, and four of the five achieved independence on their targeted skills. The usefulness of this training model in community-based residential programs is discussed.

145.
Smith, Marcia Datlow (1986).

Use of similar sensory stimuli in the community-based treatment of self-stimulatory behavior in an adult disabled by autism. Journal of Behavioral Therapy and Experimental Psychiatry, 17(2), 121-125. (Comp. No. 84.158A - OSERS File No. 27)

behavior modification / autism / social skills

The suppressive effects of frequent access to olfactory stimulation on the olfactory self-stimulatory behavior of a woman severely disabled by autism were investigated in a noninstitutional community setting. The results indicated that a reduction in self-stimulation could be achieved by frequent presentation of alternative olfactory stimulation, and that direct care staff in a group home setting could successfully apply the strategy. Fourteen months after the onset of treatment the target behavior remained suppressed.

146.
Smith, Marcia Datlow (1988).

Working with autism: Strategies for achieving behavioral adjustment at work -- Revised. Rockville, MD: Community Services for Autistic Adults and Children. (Comp. No. 84.158A - OSERS File No. 27)

autism / behavior modification / vocational training / independent living

The objective of this present study by the Community Services for Autistic Adults and Children (CSAAC), Rockville, Maryland, was to contribute to the rehabilitation of the severely handicapped through achievement of (a) identifying behaviors necessary for community and job adjustment of adults who are severely disabled by autism, (b) developing habilitation strategies that will enable multiply handicapped individuals to acquire target behaviors, and (c) evaluating these strategies as to their effectiveness. This manual addresses problem behaviors, such as self-control, social skills in the workplace, aggression, etc., with appropriate interventions, and treatment. Appendixes include the plans for each problem behavior.

147.
Juhrs, Patricia D. (1987).

Environmental factors of employment placement strategies for persons with challenging behaviors. Rockville, MD: Community Services for Autistic Adults and Children. (Comp. No. 84.158A - OSERS File No. 27)

job placement / autism / work environment

This brief outlines environmental factors which may be as important in job placement for persons with challenging behaviors as social and functional skills.

148.
Juhrs, Patricia D. (1984).

Lifting barriers to provision of VR services to persons disabled by autism and other severe handicapping conditions. Rockville, MD: Community Services for Autistic Adults and Children. (Comp. No. 84.158A - OSERS File No. 27)

autism / vocational rehabilitation / barriers

This monograph discusses the barriers autistic persons face in obtaining services through Vocational Rehabilitation and Independent Living Rehabilitation Regulations. Recommendations for providing vocational rehabilitation benefits to persons with autism are summarized.

149.
Juhrs, Patricia D.; Jennings, Debby; & McGill, Kenneth (1986).

Maintaining Social Security and Supplemental Security Income if you are developmentally disabled (CSAAC Supported Employment Model Project, Manual I). Rockville, MD: Community Services for Autistic Adults and Children. (Comp. No. 84.158A - OSERS File No. 27)

autism / Social Security benefits

This monograph on Social Security facts is aimed at providing useful information to assist parents and providers in maintaining SSDI and SSI benefits for disabled persons. This manual is the first in a series of manuals developed to assist the consumer, the service provider, and/or the employer in initiating a supported employment program. A glossary of terms is provided.

150.
Appell, Mel; Hazel, J. Stephen; Deshler, Don; Turnbull, Rud, III; & Osborne, Jacqueline A. (1988).

Final report: Research into self advocacy as a technique for transition. Lawrence, KS: University of Kansas, Institute for Research in Learning Disabilities, Department of Special Education, and University Affiliated Facility. (Comp. No. 84.023G - OSERS File No. 57)

final report / Kansas / advocacy / independent living / curriculum

"Research into Self Advocacy as a Technique for Transition" was a three-year research project funded by the U.S. Department of Education from January 1, 1985, through December 31, 1987. It was conducted at the University of Kansas as a joint effort of the University's Institute for Research in Learning Disabilities, its Department of Special Education, and its University Affiliated Facility in Lawrence. The major purpose of the project was to research the effect of self-advocacy training among adolescents with mild mental retardation and learning disabilities. A major hypothesis behind the project was that self-advocacy training would improve the social and independent living skills of these students and thereby facilitate their transition from high school to the world of work and postsecondary education. This final report describes the project's objectives and accomplishments, analyzes collected data, and discusses the impact of the project. Recommendations for future directions are made. The appendix contains the Self-Advocacy Curriculum and Teachers Manual.

151.
Sowers, Jo-Ann; & Powers, Laurie (1987).

Final report: The Oregon Transition to Employment Project (OTEP). Eugene, OR: Oregon Research Institute. (Comp. No. 84.023D - OSERS File No. 15)

cerebral palsy / final report / Oregon

The purpose of this final report is to provide a description of the activities and results which have been accomplished by the Oregon Transition to Employment Project related to each of the objectives of the project. There were five major project objectives: (1) to develop a model which school districts could use to prepare students with severe physical and multiple disabilities for the transition from school to community-based employment; (2) to implement the model in a school district; (3) to replicate the model in a school district in a second community; (4) to evaluate the model; and (5) to disseminate information about the model. A discussion and summary of the results of the project are provided at the end of the report. Appendixes are included.

152.
Hill, Mark; Hill, Janet W.; Wehman, Paul; Revell, Grant; Dickerson, Altamont; & Noble, John H. (1987).

Supported employment: An interagency funding model for persons with severe disabilities. Journal of Rehabilitation, 53(3), 13-21.

supported employment / interagency cooperation / Virginia

This article describes an interagency agreement that provides for cooperative funding of supported competitive employment in Virginia. Applications of the model to additional types of supported employment are discussed. A merging of time-limited services with ongoing supported employment is presented, and a distinction is made between traditional pre-employment readiness services and post-employment services. Post-employment services are promoted as a way of enabling adults with disabilities to be placed in paid settings where training relates directly to the skills required in the consumers' ongoing environment. Historical rationale for pre-employment strategies are discussed, and steps toward reallocating existing funds into supported employment options are delineated. Implementation guidelines and requirements for enhancing the current service system are discussed and include: establishment of funding mechanisms which promote ongoing service, methods for transferring case management among agencies, and evaluation of service programs by measuring their impact on consumer outcomes for adults with severe disabilities.

153.
Hill, Mark; Hill, Janet W.; Wehman, Paul; Revell, Grant; Dickerson, Altamont; & Noble, John H. (n.d.).

Time limited training and supported employment: A model for redistributing existing resources for persons with severe disabilities. Richmond: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University; Virginia Department of Rehabilitative Services; and Virginia Department of Mental Health and Mental Retardation.

Virginia / supported employment / program development

A model for improving employment services to persons who are severely disabled utilizing existing state and local financial and personnel resources is described. The model services are based upon the supported work model of competitive employment used successfully with severely disabled persons from 1978 to 1985 in the state of Virginia. These services include job placement, direct job site training and advocacy, ongoing assessment and extensive follow-along services if and when needed. The paper advocates the use of this model in any location utilizing time-limited funds and services of the vocational rehabilitation department for initial intensive training to job stabilization. The provision of the critical long-term follow-along services would then be shifted to state and local agencies such as Developmental Disabilities, Mental Retardation Services, Social Services, and private organizations.

154.
Ciardiello, Jean A.; & Bell, Morris D. (Eds.) (1988).

Vocational rehabilitation of persons with prolonged psychiatric disorders. Baltimore: Johns Hopkins University Press.

vocational rehabilitation / psychiatrically disabled / vocational evaluation

This volume presents for the first time a comprehensive set of readings on the vocational rehabilitation of psychiatric patients. The overview chapters orient the reader to social and scientific developments that created this field, to current conceptual controversies, to the problems of defining the target population, and to the significance of psychiatric rehabilitation for public policy. The second section offers the theoretical background and clinical implications of six different approaches to vocational rehabilitation for psychiatric populations. The chapters in the third section examine processes common to all the approaches: assessment, medication management, ego functioning, and the formation and maintenance of therapeutic alliance in the rehabilitation relationship. The final segment of the volume offers the most comprehensive critique of relevant outcome research to date and maps out directions for further inquiry. References and an index are included.

155.
Pati, Gopal C.; & Adkins, John I. (1981).

Managing and employing the handicapped: The untapped potential. Lake Forest, IL: Brace-Park: The Human Resource Press.

employer involvement / job placement / model programs / business and industry

This book is intended for employers, rehabilitation professionals, and others interested in finding out more about the employment potential of persons with disabilities of all types. The authors discuss many of the issues involved in training and hiring and provide examples of model programs and businesses which have successfully integrated these persons into the workplace. Appendixes include legal information, directory of organizations, and a listing of information sources.

156.
Elrod, G. Franklin (Ed.) (1987).

Transition-related assessment [Special issue]. Diagnostique, 12(3-4).

vocational evaluation / community integration / vocational education / special education / assessment instruments

This edition of Diagnostique contains contributions built on current research in the assessment of transition-related variables. In the lead article, Dale Bucher and Donn Brolin share their research on the validation of a career assessment battery based on the Life-Centered Career Education curriculum. Martin Agran, James Martin, and Dennis Mithaug describe the assessment of moderate to severely disabled students based on examining their adaptability in independent living, decision making, self-evaluation, and work situations. Adelle Renzaglia and Margaret Hutchins provide a model for evaluating job requirements, trainee skills, and job trainee matching for moderate to profoundly handicapped individuals. Warren White shares special concerns of assessing transition-related variables in rural areas. The importance of linking vocational assessment to vocational support services is the theme of the article by Pamela Leconte and Debra Neubert. Then, an interview by Booney Vance contains comments by Cleborne Maddox regarding vocational/career assessment. Barbara Guy and Earle Knowlton offer a perspective on the transition assessment process through an interpretive naturalistic inquiry approach. Next, Michael Peterson details a life-span career assessment approach. Finally, James Greenan and Debra Browning present a study of the generalizability of communication skills across various vocational programs. References are included.

157.
Fink, Carolyn Molden (1988, November).

Handicaps and delinquency: A special education risk. Paper presented at the annual meeting of the American Society of Criminology, Chicago, IL.

delinquency / special education

Much of the research on the relationship of handicaps to delinquency has used delinquent populations to study the prevalence of certain handicapping conditions and characteristics of the handicapped and nonhandicapped delinquent. Few studies have used self-report measures to study the connection of handicapped status to delinquency. This study is a secondary analysis on 3,313 students who participated in a survey administered to all secondary students in an urban school district in spring of 1982. Data on 117 LD students and 82 MR students were compared with that on the nonhandicapped students on school-related measures associated with delinquency. Results indicate that LD and MR students are significantly different from nonhandicapped students on a number of the measures associated with an increased risk for delinquency.

158.
Hill, Mark L. (1986).

Outline and support materials to assist in the preparation of proposals to provide time-limited and on-going services within a program of supported employment. Richmond: Rehabilitation Research and Training Center. Virginia Commonwealth University.

supported employment / program development / Virginia / model programs

This document is an outline for proposals to provide time-limited and ongoing employment services under a program of supported employment. It has been prepared as an aid to any person or agency (sheltered workshops, community service boards) interested in improving the employability of persons with disabilities. Key components of the model presented are interagency collaboration, attention to local agencies and the local environment, and adherence to accepted finance and budget methods.

159.
Gold, Marc W. (1973).

Factors affecting production by the retarded: Base rate. Mental Retardation, 11(6), 41-45.

vocational training / productivity

Retarded individuals, working either 1 or 3 hours per day for 10 days, under a no-external-reinforcement condition, assembled a 14-piece bicycle brake. Mean production for the 1-hour group was 24.9 units per hour per person and for the 3-hour group, 20.2 units per hour per person. Error rate was very low for both groups. The data were dicussed relevant to presently held expectancies and practices in the vocational training and evaluation field.

160.
Gold, Marc W. (1968).

Preworkshop skills for the trainable: A sequential technique. *Education and Training of the Mentally Retarded*, *3*(1), 31-37.

prevocational skills / task analysis

Task analysis, or the reduction of a new learning to its smallest component parts, is demonstrated here through application to a series of problems intended to prepare trainable mentally children for success in sheltered workshop activities. The purpose of the analysis is (a) to enable the teacher to teach by suitably small steps, and (b) to aid in locating a specific problem when a child encounters difficulty.

161.
Gold, Marc W. (1974).

Redundant cue removal in skill training for the retarded. *Education and Training of the Mentally Retarded*, *9*, 5-8.

vocational training / cue redundancy

Thirty-six mildly and moderately retarded sheltered workshop clients learned to assemble a 12-piece unit for which the parts were color coded. Subjects received one of three different procedures designed to remove the color cue efficiently. All three procedures worked equally well. Implications were given for the application of the procedures used.

162.
Gold, Marc W. (1975).

Vocational training. In J. Wortis (Ed.), *Mental retardation and developmental disabilities: An annual review* (Vol. 7), (pp. 254-264). New York: Brunner/Mazel.

vocational training

The author maintains that low expectancy on the part of society is the single most critical deterrent to progress in the vocational training of the mentally retarded. This chapter is devoted to discussing several practices which have resulted in the perpetuation of existing inappropriate expectancies, and how current practices might be modified to break the expectancy cycle and to achieve full participation by the retarded in society. To this end, the author concludes that the elimination of deviant behaviors in the retarded must be accompanied by the development of vocational competence through the training process.

163.
Gold, Marc W. (1970, November).

The preparation of secondary teachers of the mentally retarded. Paper presented at the Special Education Curriculum Development Conference, Stout State University, Menomonie, Wisconsin.

personnel preparation / special education

This paper, which was presented at the Special Education Curriculum Development Conference, Stout State University, Menomonie, Wisconsin, discusses the methods used to train prospective teachers and the methods teachers learn to teach retarded adolescents.

164.
Gold, Marc W.; & Scott, Keith G. (1971).

Discrimination learning. In W. B. Stephens (Ed.), Training the developmentally young. New York: The John Day Company.

task analysis / vocational training

The retarded child is surrounded with a variable environment. In this environment he must select those features that are relevant to the activities in which he is engaged. This means some events must be ignored and others centered on. One of the characteristics of the retarded is a reduced ability to select independently the relevant aspects of a task. The successful teacher of the retarded must arrange the educational environment first to attract the child's attention to the relevant aspects of tasks and second to help him learn to do this for himself. This chapter is concerned with ways to accomplish these goals.

165.
Gold, Marc W. (1973).

Some thoughts on training. Paper published in the Proceedings Manual of The Education and Management of the Behavior-Disordered Child, 5th Annual Meeting and Conference of the National Society for Autistic Children, St. Louis, Missouri, June 1973, pp. 56-67.

vocational training / accommodation

Gold presents his ideas on service delivery and training programs for severely handicapped individuals in this paper.

166.
Gold, Marc W.; & Barclay, Craig R. (n.d.).

The learning of difficult visual discriminations by the moderately and severely retarded. Unpublished manuscript.

vocational training / task analysis

A procedure is described to train effectively and efficiently moderately and severely retarded individuals to make fine visual discriminations. Results suggest that expectancies for such individuals are in need of examination. Implications for sheltered workshops, work activity centers, and classrooms are discussed.

167.
Gold, Marc W. (1975, September).

Symposium on applying attribution theory to social problems: Vocational skill functioning of the severely retarded. American Psychological Association, Chicago, Illinois.

vocational training / attribution theory

The observations presented here were generated from research designed to create a technology of instruction for the vocational skill development of the severely and profoundly retarded and the severely multiply handicapped. Although this research was not performed within the framework of attribution theory, some of the results are interpretable within that framework, while others suggest areas in which current attribution theory could be refined. First, the author presents a brief overview of the context within which the research was conducted, its goals, and its results. Then he discusses his findings in the perspective of attribution theory -- both in terms of the attributions typically made by others for the successes and failures of the retarded and in terms of the attributions that retarded individuals might make for their own performance outcomes.

168.
Gold, Marc W. (1974).

Train, don't test. Champaign, IL: Children's Research Center. University of Illinois.

vocational training / vocational evaluation

Gold presents his views on training and advocates the abolition of diagnosis and formal evaluation in working with people labelled "handicapped" and "retarded."

169.
Gold, Marc W.; & Barclay, Craig R. (1973).

The effects of verbal labels on the acquisition and retention of a complex assembly task. The Training School Bulletin, 70, 38-42.

vocational training / task analysis

Sixteen moderately and severely retarded individuals learned to assemble a 12-piece bicycle brake and were retested for retention after six months. Performance of the group given verbal cues for the visual discriminations was superior to the performance of the no verbal cue group. A highly significant retention effect was found for both groups.

170.
Salomone, Paul R.; & Rubin, Donna C. (1979).

Job placement: New tactics for securing job leads. Rehabilitation Counseling Bulletin, 22(4), 338-346.

job placement / rehabilitation counseling

This article is a compendium of strategies for rehabilitation counselors and their clients to secure job leads in relatively painless ways. Novel approaches to locating generally unknown job openings and new variations on old methods of securing job leads are discussed.

171.
Anthony, William A.; & Farkas, Marianne (1982).

A client outcome planning model for assessing psychiatric rehabilitation interventions. Schizophrenia Bulletin, 8(1), 13-38.

vocational rehabilitation / psychiatrically disabled / program evaluation

Skill training, drug therapy, and community support strategies are the three primary intervention techniques used by practitioners attempting to rehabilitate severely psychiatrically disabled clients. The present article describes a comprehensive client outcome planning model that encompasses both the intended and unintended effects of an intervention, and that extends beyond such traditional outcome measures as recidivism, clinical relapse, and employment. In addition, data collection strategies and instruments capable of measuring a broad range of possible outcomes are described. A comprehensive model has the advantage of encouraging researchers to consider, during the process of research design, the specific outcomes that will and will not be affected by an intervention. Furthermore, such a model discriminates between process and outcome variables, limits the scope of the implications derived from the research data, and encourages the researcher to assess both the positive and negative effects of the rehabilitation intervention.

172.
Howard, George (1975).

The ex-mental patient as an employee: An on-the-job evaluation. American Journal of Orthopsychiatry, 45(3), 479-483.

psychiatrically disabled / employer attitudes / vocational evaluation

In light of studies showing negative employer attitudes toward ex-mental patients, a comparative study was made of ex-patient employees and non-disabled employees. Results showed ex-patients indistinguishable from randomly selected employees in job performance, human relations, and overall rating. These findings are discussed in terms of the general employability of the mentally retarded. The work project studied is offered as a model.

173.
Cipani, Ennio (Ed.) (1988).

Transitioning exceptional children and youth into the community: Research and practice [Special issue]. Child & Youth Services, 10(2).

normalization / behavior modification / community integration / social skills / leisure skills / vocational training

This issue of Child & Youth Services discusses some of the technological advances that have been made over the years to accompany the social changes and legislation which have occurred in accommodating the disabled in education, community integration, and in society in general. Contributing authors have focused on normalization, adaptive behavior and functional skills, social skills, leisure and recreation skills, and research and trends in employment of adolescents with handicaps. References are included.

174.
Everson, Jane; Hollahan, Jim; Callahan, Mike; Franklin, Karen; & Brady, Patricia (1987).

Getting the job done: A manual for the development of supported employment programs for people with physical and multiple disabilities. Washington, DC: Community Services Division, United Cerebral Palsy Association, Inc.

cerebral palsy / supported employment / program development

This employment manual represents "state-of-the-art" thinking about supported competitive employment. It is designed for United Cerebral Palsy Affiliates and other professional organizations which might want to develop an employment program or upgrade an existing one. The manual addresses the administrative, programmatic and funding issues associated with the development of a SE program. Sections specifically address the issues of assessment, job development, job matching and placement, and ongoing support. Resources, references, and appendixes are included.

175.
Whitehead, Claude W. (1987).

Supported employment: Challenge and opportunity for sheltered workshops. Journal of Rehabilitation, 53(3), 23-28.

supported employment / sheltered workshops / interagency cooperation / rehabilitation counseling

The recent emergence of supported employment as a vocational option for persons with severe disabilities represents a major change in the perceptions of rehabilitation personnel regarding the capacities as well as the rights of persons with severe disabilities. From one perspective the change involves a move from segregated, structured, and sheltered employment to employment in an environment that is competitive and integrated, while providing support and structure. Another perspective suggests that the supported employment option is more responsive to the right of an individual to live and work with maximum feasible independence in the community. As a continuing partner with State agencies, sheltered workshops face a real challenge in responding to the supported employment option. But there also is an opportunity for these community-based facilities to play a major role under conditions described in the article.

176.
Feitel, Barbara (1981).

A checklist for measuring nonfunctional behavior of regressed chronic psychiatric patients. Journal of Clinical Psychology, 37(1), 158-160.

psychiatrically disabled / behavior analysis / social skills

This article discusses the development of a checklist to measure the ability of regressed, chronic, psychiatric patients to perform skills of daily living because no other scale found was appropriate for measuring the behavior of such patients (N=73). Areas assessed by the checklist were eating habits, grooming, dressing, inappropriate social behavior, and uncooperative behavior. Reliability was high, and the checklist was a valid measure of change.

177.
Orelove, Fred P. (1982).

Acquisition of incidental learning in moderately and severely handicapped adults. Education and Training of the Mentally Retarded, 17(2), 131-136.

group instruction / incidental learning

Six pairs of moderately or severely handicapped adults were taught to identify sight words. Words directly taught to one student in every pair served as words incidentally presented to the other student and vice versa. Following each training session students were given individual probes on their directly taught and incidentally presented items as well as on a set of untrained control words. The results showed that most of the adults learned words that were incidentally presented and that they maintained performance across sets of words.

178.
Wehman, Paul; Kreutzer, Jeffrey S.; Stonnington, Henry H.; Wood, Wendy; Sherron, Pam; Diambra, Joel; Fry, Robyn; & Groah, Christine (1988).

Supported employment for persons with traumatic brain injury: A preliminary report. Journal of Head Trauma Rehabilitation, 3(4), 82-94.

supported employment / traumatic brain injury (TBI) / follow-up studies

This article describes an individual placement supported employment program for TBI persons. The program's structure and methods are detailed, and preliminary findings collected are reported. Tables and references are included.

179.
National Institute of Mental Health (1981).

Eight questions employers ask about hiring the mentally restored. (DHHS Publication No. ADM 81-1072). Washington, DC: U.S. Government Printing Office.

psychiatrically disabled / vocational rehabilitation / employer attitudes

The purpose of this pamphlet is to give employers answers to questions they may have regarding hiring people with histories of psychiatric treatment. Advantages as well as shortcomings of these potential employees are presented.

180.
Collins, Terence (1988).

Final report: The Learning Disabled College Writers Project of the University of Minnesota - General College, 8/1/85-9/30/88. Minneapolis: University of Minnesota, General College. (Comp. No. 84.078C - OSERS File No. 104)

final report / Minnesota / Learning Disabled College Writer's Project / microcomputers

This final report synthesizes findings and outcomes from the LD College Writer's Project which investigated the impact microcomputer word processing would have on LD college students writing abilities and academic progress. Appendixes include conference presentations and workshops, articles, working papers, annotated bibliography, newsletters, and evaluation reports.

181.
Price, Lynda (n.d.).

Support groups for learning disabled students work! Minneapolis: LD Transition Project. General College. University of Minnesota. (Comp. No. 84.078C - OSERS File No. 117)

LD Transition Project / Minnesota / support networks

Ideas and techniques are presented for creating LD support groups in postsecondary settings.

182.
Price, Lynda (n.d.).

Effective counseling techniques for LD adolescents and adults in secondary and postsecondary settings. Minneapolis: LD Transition Project. General College. University of Minnesota.

LD Transition Project / Minnesota / counseling techniques

The focus of this monograph is to illuminate the psychosocial needs of LD adolescents and adults in secondary and postsecondary institutions. Counseling techniques are offered to deal with situations.

183.
Cohen, Deborah E.; Patton, Sarah L.; & Melia, Richard P. (1986).

Staffing supported and transitional employment programs: Issues and recommendations. American Rehabilitation, 12(2), 20-24.

supported employment / program development / personnel preparation / job coach

This paper presents an overview of methods and findings of the Harold Russell Associates study (1985) which defined critical organizational and competency issues related to the training and employment of job coaches and similar direct service providers. Recommendations are primarily directed to federal officials, but the ideas and content on managing, training, and structuring staff roles for supported and transitional employment are relevant for all levels of government and all types of supported and transitional employment settings.

184.
Mithaug, Dennis E.; Martin, James E.; Agran, Martin; & Rusch, Frank R. (1988).

Why special education graduates fail: How to teach them to succeed. Colorado Springs, CO: Ascent Publications.

special education / Adaptability Model / independent living / success strategies

This book raises important issues about when students fail, why they fail, and how they can be taught to succeed. It details (1) 10 characteristics of students who fail when they are on their own, (2) classroom practices that contribute to these failures, (3) five behaviors that acccomplished achievers use to succeed, (4) research on student-directed success strategies, and (5) 10 steps to teach success strategies to students. References and an author index are included.

185.
Matson, Johhny L.; & Ollendick, Thomas H. (1988).

Enhancing children's social skills: Assessment and training. New York: Pergamon Press.

social skills / behavior analysis

This book is an account of the rapidly developing field of social skills assessment and training with children, which details a widely regarded approach to the prevention of many problems in later life for both general and special populations. The authors focus on the most current strategies for integrating developmentally disabled children, with emphasis on mainstreaming and normalization. References and indexes are included.

186.
Comprehensive System of Personnel Development (CSPD) Assessment Project. Department of Special Education. University of Wisconsin-Whitewater (1988).

CSPD technical manual. 1988. Critical areas of data collection. Whitewater, WI: Author.

special education / teacher supply and demand

The CSPD Technical Manual has been prepared in response to the concern of the Office of Special Education and Rehabilitation Service for obtaining more accurate and comprehensive data on personnel needs in special education. This manual addresses this concern as well as presents procedures for the collection of data in critical areas necessary to project personnel needs. The procedures identified in this manual have been developed over the past nine years and have proven to be reliable and accurate in projecting personnel needs in special education. The model presented in this manual can facilitate the collection of data in the areas of teacher supply and demand, identification of inservice needs and delivery of training, exemplary teaching procedures, and other practices that would lead to quality education for the students in special education programs. Appendixes are included.

187.
Craft, James A.; Benecki, Thomas J.; & Shkop, Yitzchak M. (1980).

Who hires the seriously handicapped? Industrial Relations, 19(1), 94-99.

employer involvement / job placement

This article investigates the types of employers with whom seriously handicapped persons are placed, the types and levels of jobs they obtain, and the factors contributing to these placements. The results confirm a common intuitive presumption that the seriously handicapped fill job vacancies predominantly in the secondary labor market -- specifically, among small, non-union firms in the service industry. The factors contributing to this concentration are high primary market entry wages, low self-esteem on the part of the handicapped applicants, institutional rules and barriers among unions and primary employers, and the reward structure under which job placement counselors work.

188.
Martin, James E.; Rusch, Frank R.; Lagomarcino, Thomas; & Chadsey-Rusch, Janis (1986).

Comparison between workers who are nonhandicapped and mentally retarded: Why they lose their jobs. Applied Research in Mental Retardation, 7(4), 467-474.

job retention / social competence model / productivity

The reasons why 141 competitively employed nonhandicapped and mentally retarded food service workers lost their jobs were investigated. The reasons for termination were analyzed in terms of the social and production categories provided in Greenspan's social competence model. The results indicated no significant differences between the reasons for which nonhandicapped or mentally retarded workers were terminated. The majority of mentally retarded workers lost their jobs for productivity reasons, but a few of these had secondary social problems. Most interesting was the finding that the reasons nonhandicapped workers lost their jobs was split almost equally between social and production problems. When more than one reason was provided for termination, the impact of social problems increased. No significant results were obtained between the reasons the workers were terminated and the length of employment. These findings are discussed in terms of an earlier Greenspan and Shoultz (1981) investigation, and in relation to their possible impact upon competitive employment training and placement issues.

189.
Baker, Betty C.; & Geiger, William L. (1988).

Preparing transition specialists: Competencies from thirteen programs. Washington, DC: U.S. Department of Education, OSERS.

transition specialists / personnel preparation

This monograph is a compilation of the competencies for transition specialists identified by the 13 successful applicants to the 1987 Division of Personnel Preparation Competition in transition. It sets forth knowledge and performance outcomes identified by the largest number of new personnel preparation programs for transition specialists heretofore funded by the Division of Personnel Preparation in any one year. The intent of this compilation of competencies is (a) to assist institutions of higher education in the development of curricula for preparation of transition specialists, and (b) to enhance the quality of future applications for federal support of programs to prepare these personnel.

190.
RPM Press, Inc. (n.d.).

Vocational training curriculums for severely disabled workers.
Verdale, MN: Author.

vocational training / curriculum / rehabilitation facilities

The purpose of this book is to provide facility personnel with practical, usable training materials which have been actually implemented within other workshop settings. It represents an initial effort to develop a vocational curriculum clearing house for sheltered workshops, work activity centers, and other vocational training programs providing job training services for the handicapped and special needs groups. It is based on experience suggesting that over the last decade, rehabilitation facilities have individually developed hundreds of useful, practical vocational curricula. These curricula have ranged from traditional job areas such as janitorial and cafeteria services to other, more innovative training programs such as computer programming. This is the first volume of curricula which have been solicited and reviewed.

191.
Bruininks, Robert H.; & Lakin, K. Charlie (Eds.) (1985).

Living and learning in the least restrictive environment.
Baltimore: Paul H. Brookes Publishing Co.

deinstitutionalization / community integration / attitudes / cost effectiveness

This book evaluates the status of the integration effort, explains the issues still to be overcome, and projects the future needs and developments in the care of severely handicapped children and young adults. Providing a comprehensive analysis of the concepts of normalization, deinstitutionalization, and the least restrictive environment, the book examines the impact they have had in the courts, in the community, in the school system, in the service delivery systems, in the family, in the government and economy, and in the lives of handicapped persons themselves. References and an index are included.

192.
Apple Computer, Inc. Office of Special Education Programs (1989).

Apple Computer resources in special education and rehabilitation.
Allen, TX: DLM Teaching Resources.

special education / computer technology

This volume represents the most comprehensive printed collection of Apple-related special education resources. Sections include computer applications by disability category, hardware adaptations, software, and information sources. Alphabetical product and manufacturers listings are included. Prices are not given.

193.
Black, Bertram J. (1988).

Work and mental illness: Transitions to employment. Baltimore: The Johns Hopkins University Press.

psychiatrically disabled / supported employment / vocational rehabilitation

This book will serve as a reference to students and professionals concerned with the employment of the psychiatrically disabled. The author discusses the value of work for this population, describes the development of employment programs and policies in the U.S. as well as abroad, and provides theoretical and economic considerations in the employment of the psychiatrically disabled. References and an index are included.

194.
Burkhauser, Richard V.; & Haveman, Robert H. (1982).

Disability and work: The economics of American policy. Baltimore: The Johns Hopkins University Press.

human services / federal legislation / cost effectiveness / policy research

This volume presents a survey of federal programs for the disabled and provides the background for understanding how they are likely to change. This survey is accompanied by a comprehensive description of the large number of federal programs targeted on workers with identifiable health problems. Attention is given to the effects of federal disability programs on their beneficiaries, on society, and on the national economy. Appendixes, references, and an index are included.

195.
Wehman, Paul; & Moon, M. Sherril (Eds.) (1988).

Vocational rehabilitation and supported employment. Baltimore: Paul H. Brookes Publishing Co.

vocational rehabilitation / supported employment / policy research / program development

This source book shows the important role of vocational rehabilitation in facilitating and implementing supported employment programs. Focusing on implementing more effective and efficient programs, the contributing authors provide information on skills needed: (a) to prepare for successful training and management, (b) to design preservice and inservice training programs, (c) to develop community-based program strategies, and (d) to enhance employment outcomes for individuals with autism, traumatic head injury, severe and profound mental retardation/chronic mental illness, and physical disabilities. References and an index are included.

196.
Watson, David L.; & Tharp, Roland G. (1989).

Self-directed behavior: Self-modification for personal adjustment (5th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

behavior modification / behavior analysis / self-control training

The 5th edition of this book maintains the authors' same intentions: to provide scientifically based instruction in the principles and practices of self-applied psychology. The most important goal of the volume is to help the reader achieve more control over his or her life. References and indexes are included.

197.
Wood-Pietruski, Wendy; Everson, Jane; Goodwyn, Roberta; & Wehman, Paul (n.d.).

Vocational training and curriculum for multihandicapped youth with cerebral palsy. Richmond: School of Education. Virginia Commonwealth University.

vocational training / curriculum / cerebral palsy

This curriculum guide has been developed to share with other professionals Virginia Commonwealth University's Vocations in Technology Project's work on vocational training and job placement with students having multiple handicaps including cerebral palsy. Objectives of the project were (a) to identify in the local community realistic employment opportunities for individuals with multiple handicaps, (b) to develop a curriculum and provide training based on those employment opportunities and trends identified in the local community, (c) to provide on-site work experiences at job sites in the community through non-paid externships which are based on the training curriculum, and (d) to implement a formalized transition planning procedure designed to assist students in obtaining employment at the completion of their school programs. References are included with appendixes which contain examples of externship task analyses and a list of adaptive equipment resources.

198.
Rehabilitation Research and Training Center. Virginia Commonwealth University (1988).

Supported employment: An opportunity to save dollars. [Brochure]. Richmond: Author.

supported employment / marketing

This 8-1/2 x 11 inch portfolio is a marketing tool to be used by school and adult service professionals who are responsible for eliciting employer participation in programs of supported employment for persons with disabilities. This high-quality permanent product has an attractive glossy cover and six relevant inserts explaining supported competitive employment and its advantages to prospective employers. The brochure may be used as a guide during the sales presentation to an employer, or it may be left with an employer who seems especially interested.

199.
Everson, Jane M. (Ed.) (1988).

Reference manual of supported employment terms and concepts. Richmond: Virginia Commonwealth University. Rehabilitation Research and Training Center.

supported employment / glossary

This 50-page manual contains approximately 75 terms and concepts frequently associated with supported employment programs. Each entry contains a definition, application to supported employment, and references which the reader may consult for additional information on the subject. This was written for special educators, career/vocational educators, transition planners, program managers, service providers, and other professionals in the field.

200.
Barcus, Michael; Brooke, Valerie; Inge, Katherine; Moon, Sherril; & Goodall, Patricia (1987).

An instructional guide for training on a job site: A supported employment resource. Richmond: Virginia Commonwealth University. Rehabilitation Research and Training Center.

supported employment / vocational training / job coach

This manual is intended for use by employment specialists/job coaches and focuses on the job site training component of the supported work model of competitive employment for persons with disabilities. It describes in detail the orientation and assessment phase, the initial training/skill acquisition phase, and the stabilization phase of job site training. An emphasis is placed on technical as well as practical information. Each technique described is further explained by the use of actual RRTC case study examples. Checklists are provided in the appendixes.

201.
Rehabilitation Research and Training Center. Virginia Commonwealth University (1988).

Supported competitive employment: Implementing the model [Videocassette]. Richmond: Author.

video production / supported employment

The components of the supported work model (also known as the individual placement model) are described in detail in this videotape as the viewer follows the job placement and job site training process for Walter, a newly hired bowling alley attendent. Dr. Paul Wehman and Dr. Sherril Moon discuss the history of supported employment and related current issues facing this field (30 minutes, VHS).

202.
Rehabilitation Research and Training Center. Virginia Commonwealth University (1988).

Community-based instruction slide show [Slides]. Richmond: Author.

supported employment / video production

Characteristics of a community-based instruction functional curriculum are described in this slide show. Natural environments, longitudinal curriculum, and service delivery issues and strategies that are associated with this model are reviewed through a combination of word and picture slides. The slide show comes complete with a detailed script explaining the 80 slides in the program.

203.
Rehabilitation Research and Training Center. Virginia Commonwealth University (1988).

RRTC lecture guide on supported competitive employment [Slides]. Richmond: Author.

supported employment / video production

The lecture guide accompanies a series of slides which allows presenters to talk through with their audience the components of the supported work model. There are 80 slides in a carousel which describe the four components of supported competitive employment. The four areas (job development, consumer assessment, job site training and advocacy, and follow-along) are explained and described through word slides as well as illustrations with appropriate picture slides.

204.
U.S. Department of Education. Office of Special Education and Rehabilitative Services. Clearinghouse on the Handicapped (1988).

Summary of existing legislation affecting persons with disabilities. Washington, DC: Author.

federal legislation / human services / vocational rehabilitation

This 1988 publication provides a comprehensive summary of relevant federal laws for use by consumers, professionals, providers, advocates, family members, and others interested in the legal rights and benefits available to persons with disabilities. A summary of over 60 key federal laws is included, organized into general subject areas. Appendixes include a legislative history of key statutes relating to persons with handicaps and a table of programs.

205.
Wacker, David P.; Berg, Wendy K.; McMahon, Colleen; Templeman, Mark; McKinny, Jeff; Swarts, Valerie; Visser, Melissa; & Marquardt, Pam (1988).

An evaluation of labeling-then-doing with moderately handicapped persons: Acquisition and generalization with complex tasks. Journal of Applied Behavior Analysis, 21(4), 369-380.

self-control training / vocational training / generalization

Two experiments were conducted in which moderately mentally retarded persons were trained first to label and then to enter characters into a computer, calculator, or checkbook (label-then-do) within a multiple baseline design. In Experiment One, five young adults were trained to enter statistical programs into computers in an office setting. Following training, all subjects' use of verbal labels and key-entry skills generalized across tasks (programs) and settings (offices and computer terminals). In Experiment Two, three junior high school students were trained with self-labeling procedures to complete a key-entry task and to balance a checkbook. The performance of all students generalized across tasks and settings, and the use of labels generalized for two of the students. Results are discussed relative to mediated generalization and to establishing verbal control over behavior.

206.
McCaughrin, Wendy (1988).

Longitudinal trends of competitive employment for developmentally disabled adults: A benefit-cost analysis (Doctoral dissertation, University of Illinois, 1988).

follow-up studies / cost effectiveness / competitive employment

The purpose of this study was to complete a benefit-cost analysis using analytical concepts and empirical measurements to determine the economic efficiency of a competitive employment program for 22 developmentally disabled adults over an eight-year period.

Real discounted dollar savings to the taxpayer were found over the eight-year period as well as for each year between 1981 and 1986. In terms of the employment history of the 22 subjects, while in the Food Service Vocational Training Program (FSVTP), those who remained employed for eight years demonstrated savings to the taxpayer, while those who left after two years for a variety of reasons demonstrated a net cost.

207.
William T. Grant Foundation Commission on Work, Family and Citizenship (1988).

The forgotten half: Pathways to success for America's youth and young families. Washington, DC: Author.

quality of life / policy research / employment opportunities

This report from the William T. Grant Foundation concludes the study of the "forgotten half" -- the approximately 20 million 16-24 year olds who are unlikely to attend college and so will miss out on the special privileges society accords to the college-educated. This Final Report reaches beyond the boundaries of the initiatives of the Interim Report (see Entry No. 381) and describes the pathways to success that families and communities can offer to young people. Four major strategies to help young people in the "forgotten half" regain hope for the future and make a successful entry into the adult world are suggested: (a) enhance the quality of youth-adult relationships, both in and out of the family; (b) expand community supports, with an emphasis on youth service and youth leadership activities, to help integrate all young people into their communities and the nation; (c) extend and improve current employment opportunities for more non-college-bound youth; and (d) take a long stride toward more equitable youth education and training policies with a proposed new Fair Chance: Youth Opportunities Demonstration Act. Tables, graphs, appendixes, and references are included in this monograph.

208.
Trach, John S.; & Rusch, Frank R. (1988).

Research and trends in employment of adolescents with handicaps. *Child and Youth Services*, *10*(2), 183-200.

curriculum / Adaptability Model / community integration / adult life models

This paper focuses on current curriculum programming trends that appear to be facilitating the transition of adolescents with handicaps into "everyday" community settings. Traditional curriculum models have failed to enhance or improve attainment of integration into the community; recent attempts to focus curriculum outcomes on the adult life or community-referenced curriculum models appear more promising. Similarly, traditional instructional strategies appear only partially to prepare students for employment, whereas new curriculum models seem to incorporate strategies, such as self-control, which promote maintenance and generalization. These newer curricular focuses and recent advances in teaching strategies may be key factors that ensure integration and transition into community work settings.

209.
Winking, Deborah L.; Trach, John S.; Rusch, Frank R.; & Tines, Jeffrey (1988).

Profile of Illinois employment specialists: An analysis of educational background, experience, and related employment variables. Unpublished manuscript. University of Illinois at Urbana-Champaign.

job coach / Illinois

Coordinators of Illinois supported employment programs were surveyed for information about employment specialists including the demographics of the employment specialist as well as reasons for job turnover in the position. In addition, the employment specialist position was compared to that of direct service personnel in local rehabilitation agencies in terms of salary, benefits, and turnover. Survey results show that although 58% of programs responding required employment specialist applicants to possess a bachelor's degree, only 34% of those employment specialists actually hired held a bachelor's degree in a related field and 10% in an unrelated field. Additionally, in 1986 approximately two individuals were hired for every available employment specialist position in the Illinois supported employment program. The primary reason associated with employment specialist turnover was salary level. Although the nature of the direct service role fulfilled by the employment specialist in supported employment differs greatly from that of traditional direct service personnel within the local rehabilitation agency (i.e., workshop floor supervisors, day activity trainers), 55% of the programs responding stated that the salary levels for the two groups were comparable.

210.
Tines, Jeffrey; Rusch, Frank R.; & McCaughrin, Wendy B. (1988).

Longitudinal benefit-cost analyses of supported employment programs: An examination of the benefits and costs of a pilot competitive employment program and its implications for a statewide initiative on supported employment [DRAFT]. Unpublished manuscript. University of Illinois at Urbana-Champaign.

cost effectiveness / supported employment

This paper introduces a benefit-cost analysis from society's perspective using actual discounted benefits and costs. This is the revenue perspective examined by Schneider et al. as well as by Conley (1965) in his study of the economics of vocational rehabilitation. Many of the actual discounted benefits and costs identified by McCaughrin (1988) will be used to analyze the same competitive employment program from society's perspective. The longitudinal societal benefit-cost analysis using actual discounted data from the competitive employment program also will be contrasted with the benefits and cost projected by Schnieder et al. (1982). Additionally, a second study projects the costs and benefits for the statewide supported employment initiative in Illinois (Rusch, Trach, Winking, Tines, & Heal, 1987) based upon the trends of competitive employment costs and benefits identified by McCaughrin (1988). Projections will be made from the consumer's, taxpayer's, and society's perspectives. References are included.

211.
Rusch, Frank R.; Minch, Kathleen E.; & Hughes, Carolyn (1988).

Evaluation of the role of job site supervisors in the supervision of employees with severe disabilities. Unpublished manuscript. University of Illinois at Urbana-Champaign.

employer involvement / supervisor involvement

This study investigated support provided to target employees who have been competitively employed. In order to assess the role of job site supervisors, 10 supervisors in businesses that employed individuals with handicaps were interviewed. Employment sites represented four occupational areas: food service, light industrial, janitorial/maintenance, and warehouse. Job site supervisors were found to be directly involved in providing support on the job. Supervisors' roles included hiring the employee, modifying the job, providing direct training, assisting co-workers in providing employee support, evaluating the employee, and providing incentives to maintain employee work performance. Additionally, all supervisors indicated that they would welcome assistance from an employment training specialist (job coach) in order to provide additional support to target employees.

212.
Schalock, Robert L.; & Keith, Kenneth D. (1984).

DD client and staff variables influencing outcomes of service delivery: Present and future models. [Submitted to Developmental Disabilities Planning Council, Nebraska Department of Health.] Hastings, NE: Mid-Nebraska Mental Retardation Services.

quality of life / Goodness-of-Fit Index / community integration / Nebraska

This report examined the relationship among client characteristics, programmatic services, and client-referenced outcomes by proposing six strategic objectives:

1. to relate client characteristics, including measured need status, to a number of client-referenced outcome measures;
2. to relate changes in client's adaptive behavior levels to the client's current community or institution placement;
3. to relate client and environment profile congruence to each client-referenced outcome measure;
4. to relate staff attitudes and opinions to each outcome measure;
5. to compare client outcomes to current model types to determine where people cluster in regard to outcome measure by level of need by model type;
6. to develop service delivery models, associated criteria, and decision rules that will allow a service delivery program to maximize client outcomes, staff utilization patterns, and community placement success.

From surveying 745 mentally retarded clients within Nebraska's 22 CBMR area programs, 10 major results are discussed. Appendixes include the quality of life questionnaire and the Goodness-of-Fit Index Procedure. References follow these.

213.
Rusch, Frank R.; & Minch, Kathleen E. (1988).

Identification of co-worker involvement in supported employment: A review and analysis. Research in Developmental Disabilities, 9(3), 247-254.

co-worker involvement / supported employment

This article identifies the roles that co-workers have assumed in providing support to employees with handicaps. These roles included validating instructional strategies, collecting subjective evaluations, implementing training procedures, collecting social comparison information, and maintaining behavior in the context of actual employment. This review is based upon existing research literature that has focused upon providing "support" to individuals with handicaps after they become employed. The purpose of this article is to draw attention to important new roles that co-workers are assuming. Specifically, this review is one of the first attempts at defining co-worker involvement.

214.
Chadsey-Rusch, Janis (1988).

Personnel preparation for leadership in transition. Journal of Vocational Special Needs Education, 11(1), 29-32.

personnel preparation / special education / job placement

The purpose of this article is to describe the common knowledge and skills which transition personnel will need to facilitate the successful transition of youth from high school into competitive employment placements. The knowledge and skills specified in this paper are based upon the results of a study by Heal et al. (1988) that compared the successful and unsuccessful placements of secondary students with mental handicaps into competitive employment. It is argued that if we can begin to identify the variables associated with successful competitive employment, then personnel involved in transition should have the knowledge and skills to impact on these variables. Five variables have been identified that seem to be associated with successful employment placements: student attitude, job match, creative employment specialists, follow-up support, and team effort. More research is recommended in this area. References are included.

215.
Garris, Raymond P.; & Hazinski, Linda. (1988).

The effect of social skills training procedures on the acquisition of appropriate interpersonal skills for mentally retarded adults. Journal of Psychopathology and Behavioral Assessment, 10(3), 225-240.

social skills / generalization

A pretest/posttest control group design was utilized to examine the effect of social skills training on social interactions with peers, conversational interactions with a novel partner, and ratings of overall social functioning. The results failed to support the hypothesis that social skills training could increase the generalization of overall conversational responding of mentally retarded adults. The results showed that social skills training augmented with self-monitored videotape feedback could not optimize the effects of social skills training alone. The subjects did demonstrate acquisition of the targeted behaviors during training by meeting pre-established criteria for all of the training sessions. However, the subjects failed to generalize those behaviors across settings to _in vivo_ social situations.

216.
Lewis, Darrell R.; Bruininks, Robert H.; Thurlow, Martha; & McGrew, Kevin (1988).

Using benefit-cost analysis in special education. _Exceptional Children_, _55_(3), 203-214.

cost effectiveness / special education

With the increasing application of benefit-cost analysis to other social service programs, the public has come to expect that similar economic analysis can be applied to special education. This article reports on some of the issues and problems inherent in such an effort. Data from a large study dealing with the costs and follow-up benefits of special education in public schools are used to illustrate that with appropriately identified and valued costs and benefits, it is possible to employ a formal benefit-cost framework to assess the efficacy and efficiency of special education services. A number of hypothetical comparison groups involving students with mild retardation are offered as illustrations in the use of this evaluation technique.

217.
Frank, Alan R.; Keith, Timothy Z.; & Steil, Dennis A. (1988).

Training needs of special education paraprofessionals. _Exceptional Children_, _55_(3), 253-258.

personnel preparation / special education

A primary purpose of this investigation was to identify those tasks that special education teachers rate as important for their paraprofessionals to be able to complete. In addition, teachers were asked to rate their paraprofessionals' skills in completing tasks rated as important. The effects on ratings of program instructional model and age of students served also were examined. Only two tasks (prepare materials and help practice skills) were rated as important by every group of special education teachers. Other findings suggest that paraprofessionals need to have different competencies, depending on the type of educational setting in which they are employed.

218.
Allen, William T. (1988, September).

The right to be heard: A resource guide for developing consumer-based service plans. Paper presented to the Governor's Planning Council, Chicago, Illinois.

advocacy / quality of life / individualized transition plans

This resource guide provides activities and checklists to help increase the freedom of choice for people with developmental disabilities. Modules include assessing needs, planning for services, evaluating services, understanding the service system, and self-advocacy.

219.
Moriarty, Joseph B.; Walls, Richard T.; & McLaughlin, Don E. (1988).

Employability of clients served in state vocational rehabilitation agencies: A national census. Rehabilitation Counseling Bulletin, 32(2), 108-121.

Preliminary Diagnostic Questionnaire (PDQ) / vocational rehabilitation / barriers

A measure of employability -- the Preliminary Diagnostic Questionnaire (PDQ) -- was administered to a national sample of 2,972 vocational rehabilitation (VR) clients. Findings from studies of the physical, emotional, cognitive, and motivational components of employability point to a national disadvantaged VR population. Reduction of the handicap directly related to the disability that made the person eligible for VR is often not the major determinant of employment. To address this issue, policy and service provision should be modified to enhance employability.

220.
Wright, George N.; & Terrian, Linda J. (1987).

Rehabilitation Job Satisfaction Inventory. Rehabilitation Counseling Bulletin, 31(2), 159-176.

Rehabilitation Job Satisfaction Inventory (RJSI) / rehabilitation counseling

Job satisfaction of 757 rehabilitation practitioners was surveyed using the new Rehabilitation Job Satisfaction Inventory (RJSI) designed specifically for rehabilitation professionals. Results indicate a higher degree of intrinsic (satisfaction with the work itself) over extrinsic satisfaction, which includes areas such as administration, work environment, and supervision. Correlates and the implications of job satisfaction for rehabilitation practitioners are discussed along with plans for further studies, such as comparing satisfaction with professional competencies, education, specialization, and work setting.

221.
Switzky, Harvey N.; & Haywood, H. Carl (1984).

A biosocial ecological perspective on mental retardation (Part V. Chapter 26). In N. S. Endler & M. McV. Hunt (Eds.), Personality and the behavioral disorders (2nd Ed.). New York: Wiley.

social skills / transactional model of development

A broad analysis of mental retardation in developmental transactional terms is presented and provides a conceptual base for discussing the biological and biosocial nature of intelligence, the normal development and maldevelopment of intelligence, the role of cognitive and nonintellective influences such as personality and motivation, and person-environment social ecological factors. References are included.

222.
Berkell, Dianne E.; & Brown, James M. (1989).

Transition from school to work for persons with disabilities. New York: Longman.

transition / employer involvement / job placement / vocational evaluation / parent involvement

In this book, contributing authors address the key issues in the transition process, and review how current practices and trends affect clients, professionals, and families. Perspectives focus on (a) the background of transition as an area of concern and research and how it is viewed by various experts, (b) transition as a labor/economics issue, (c) the educator's role in the transition process, (d) issues and strategies for job development and follow-up services, (e) services provided for clients and families, and (f) the roles, rights, and responsibilities of parents in the transition process. References and an index are included.

223.
Stainback, Susan; & Stainback, William (1988).

Understanding and conducting qualitative research. [The Council for Exceptional Children]. Dubuque, IA: Kendall/Hunt Publishing Co.

special education / qualitative research

This book describes the state of the art in qualitative research and attempts to stimulate more widespread use of this methodology by those who work in special education. It is targeted toward graduate students and practicing professionals with advanced degrees. Methodological procedures and guidelines for conducting and reporting qualitative research are included. Specific illustrations and examples are used. References are included.

224.
Brown, Roy I. (Ed.) (1988).

Quality of life for handicapped people. London: Croon Helm.

quality of life / social skills / normalization / human services

This book is the third in a series on rehabilitation education. The volume is particularly concerned with issues relating to quality of life. Chapters are intended to examine some aspects of quality of life and relate to various types of disabling conditions. Some of the chapters represent studies in the field of mental handicaps, and others relate more clearly to physical disabilities. The object of this volume is to attempt to make the reader more aware of some aspects of quality of life which may be important in improving the standard of living and experiences of persons with all types of disabilities. References and indexes are included.

225.
Kirmeyer, Sandra L.; & Lin, Thung-Rung (1987).

Social support: Its relationship to observed communication with peers and superiors. Academy of Management Journal, 30(1), 138-151.

social support / work environment

This study sought to relate employees' perceptions of social support to measures of their actual face-to-face interactions with peers and superiors. The present work extended previous research by incorporating both observational methods and a self-report instrument. Goals of the study were (a) to determine the extent to which overt behavior predicted perceptions of social support, and (b) to examine the simultaneous influence of the source, direction, and content of interactions on perceptions. References are included.

226.
Connis, Richard T.; & Rusch, Frank R. (1980).

Programming maintenance through sequential withdrawal of social contingencies. Behavior Research of Severe Developmental Disabilities, 1, 249-260.

behavior modification / vocational training

The combination of praise, reprimands and instruction has been shown to reduce effectively the occurrence of inappropriate behaviors. This investigation studied the effects of these procedures as a treatment package for one moderately and two severely retarded adults. The primary purpose, however, was to study maintenance of the resultant lowered levels of inappropriate behaviors, i.e., drooling, non-compliance and complaining during sequential withdrawal of each treatment component. Results indicated that praise, reprimands, and instruction, collectively, were effective in reducing the inappropriate behaviors to near zero levels. Reinstatement of baseline conditions with one subject indicated that treatment gains would not maintain when all the intervention procedures were removed at once. When reprimands, instruction, and praise were removed sequentially, treatment gains were maintained for each of the subjects. Suggestions for evaluating treatment components in vocational training settings are outlined, and future areas of research on therapeutic maintenance are discussed.

227.
Bates, Paul; & Pancsofar, Ernie (1983).

Project EARN (Employment & Rehabilitation = Normalization): A competitive employment training program for severely disabled youth in the public schools. British Journal of Mental Subnormality, 29(57), 97-103.

Project EARN / public schools / vocational training

In this paper, an employment training program for severely disabled youth is described. This program, Project EARN, is a job development, training, and placement effort geared toward assisting severely disabled individuals to succeed in non-sheltered competitive employment. Traditionally, severely disabled youth have not been considered candidates for non-sheltered employment. However, as a result of Project EARN, 14 severely disabled individuals were involved in extensive vocational training experiences in the community. Several of these individuals have been able to maintain employment after the project's training assistance was substantially reduced. In the first year of the program, cumulative student earnings exceeded $13,500 as compared to less than $1,000 for the year preceding Project EARN.

228.
Ashby, Gordon; & Bell, James (1976).

Predicting vocational placement and performance of moderately and severely retarded individuals returned to their communities. Research and the Retarded, 3(3), 73-81.

job placement / job retention / community integration

IQ, race, sex, length of institutionalization, age on admission, age at discharge, and several variables related to institutional vocational training were analyzed to determine the degree to which they predicted the placement and success of severely and moderately retarded individuals in vocational programs in their communities. Findings suggest that traditional measures of functioning during institutionalization are inadequate for predicting community adjustment, that decisions determining community placement may be unsystematic (or situational), that measures of community functions are inadequate, or that some or all of these factors contribute to our present inability to develop criteria that would lead to improvements in habilitation programs provided during the period of institutionalization.

229.
Alper, Sandra; Choisser, Lucy; Chester, Anita; Kirk, Gennie; Kloud, Harriet; Riks, Suzi; & Nicholson, Jan (1981).

Vocational Habilitation for Severely Handicapped Youth Project: Implementor's manual and resource guide. Columbia, MO: Department of Special Education, University of Missouri-Columbia.

Missouri / vocational evaluation / vocational training / program development

This manual represents the steps and procedures identified and found necessary for implementing community-based vocational programming. The manual is intended to be used as an aid by personnel working with similar populations of handicapped clients to adopt or adapt appropriate model components. Forms and references are included.

230.
Wehman, Paul; Hill, Janet; & Koehler, Frances (n.d.).

Considerations in facilitating the entry of severely developmentally disabled individuals into competitive employment. Richmond: Department of Special Education, Virginia Commonwealth University.

Virginia / Project Employability / job placement

This paper addresses the issues involved in helping severely developmentally disabled individuals become placed in competitive employment. Based on the placement experiences of Project Employability, factors in job selection and in working with employers are described. Client's previous work history, functioning level, supplemental security income, living situation, transportation needs, and parent attitudes are identified as critical factors in selecting an appropriate job. Identification of an appropriate employer is discussed as well. Factors involved in this process include community job assessment, approaching the employer, establishing a training period, and conducting a job interview. The information in this article will facilitate job placement of severely disabled clients with limited work histories.

231.
Wehman, Paul; Hill, Janet W.; & Pentecost, Julian (n.d.).

Developing job interview skills in mentally retarded adults. Richmond: Programs in Mental Retardation, School of Education, Virginia Commonwealth University.

interview skills / job placement

The program reported in this paper describes the development and implementation of a data-based job interview program used with four moderately mentally retarded adults who were also involved in a job training program. Before being placed in the field on a specific job, such as kitchen utility work, the trainee had to attain a competence level in the job interview program. This program was viewed as an important prerequisite to eventual employability.

232.
Wehman, Paul; & Hill, Mark (1979).

Employer and nonhandicapped coworker perceptions of moderately and severely retarded workers [Draft]. Richmond: School of Education, Virginia Commonwealth University.

employer attitudes / peer involvement / job retention / Virginia

The present study reports results from a survey distributed to employers, supervisors, and a representative sample of co-workers who work with approximately 25 moderately and severely mentally retarded workers (IQ 20-51). These disabled workers were competitively employed largely in food service positions and through the assistance of an on-the-job training program, Project Employability. This project was sponsored by the Virginia Department of Rehabilitative Services and had established about nine job sites as of this writing.

233.
Cuvo, Anthony J.; Gonzalez, Patricia A.; & O'Brien, Shirley (1985).

Social validation of heterosexual social behavior in community settings: A comparison of mentally retarded and non-retarded adults. Applied Research in Mental Retardation, 6(4), 421-435.

social validation / community integration

Adaptive heterosexual social interaction in community settings is an age-appropriate social skill. Subjective evaluation methodology was used as a social validation procedure to establish the appropriateness and optimal rate of occurrence of heterosexual social behaviors in bar and restaurant settings. Professionals working with mentally retarded persons and college students completed rating scales for hypothetical mentally retarded as well as nonretarded subjects, respectively. The results show congruity between the behavioral expectations for retarded and nonretarded people in community settings. The findings suggest appropriate behaviors for training mentally retarded clients who lack adequate heterosexual community social skills.

234.
Rice, Mabel L.; & Schiefelbusch, Richard L. (Eds.) (1989).

The teachability of language. Baltimore: Paul H. Brookes Publishing Co.

language acquisition / language instruction

This book is based on the proceedings of the National Conference on Teachability held on October 15-17,1986 in Kansas City, Missouri, and represents an effort to synthesize contemporary knowledge by assembling prominent scientists to address the question of how to teach language to young children. The intent was to identify and define how teaching elements can be made to interact with the linguistic skills and individual characteristics of the language learner. The book includes many features of a comprehensive conceptual model of the teachability parameters of language. References and an index are included.

235.
Gajar, Anna H. (1986).

Final grant report: A Comprehensive Model Program for Learning Disabled University Students. University Park, PA: Pennsylvania State University. Division of Special Education and Communication Disorders. (Comp. No. 84.078B - OSERS File No. 100)

Pennsylvania / final report / learning disabilities / postsecondary education

The purpose of this project was to develop a comprehensive service program designed for university learning disabled (LD) students which would interface with existing services for students at The Pennsylvania State University. The proposal included the following three main objectives: (a) to develop a comprehensive diagnostic and academic support service program for LD university students for the purpose of retaining and graduating participants, (b) to conduct awareness and information activities for LD advisors, faculty, counselors, and other staff involved with LD students, and (c) to address and/or identify unique problem areas (e.g., written expression, foreign language) indicating a need for research. Objectives and evaluation are discussed. References are included with appendixes.

236.
Secondary Transition Intervention Effectiveness Institute (1988).

Evaluation technical assistance: Dissemination series. Champaign, IL: Author.

program evaluation / model programs

This volume represents a collection of papers related to evaluation technical assistance which was provided to OSERS model projects by the Technical Assistance Program, Secondary Transition Intervention Effectiveness Institute, University of Illinois. Contents include: (a) Dowling - Developing the final evaluation report, (b) Schalock - An ecological assessment-placement model based on person-environmental analysis; (c) Dowling - Developing a project management plan using program evaluation and review technique; (d) Worthen & Sanders - Content specialization and educational evaluation: A necessary marriage, (e) Hartwell - Utilizing impact assessment as a strategy in transition programs, (f) Stake & DeStefano - Guideline for developing a final report, and (g) Owens - Conducting a goal based evaluation.

237.
Gajar, Anna H. (1989).

A computer analysis of written language variables and a comparison of compositions written by university students with and without learning disabilities. Journal of Learning Disabilities, 22(2), 125-130. (Comp. No. 84.078B - OSERS File No. 100)

learning disabilities / writing composition / postsecondary education

The utility of computerized analysis of variables cited as predictors of success in written expression was examined. The analysis of compositions written by 423 university students revealed a three-factor structure on 17 variables associated with written expression. A comparison of compositions written by university students with and without learning disabilities was conducted on the three factors identified as vocabulary/fluency, syntactic maturity, and vocabulary/diversity. Students with learning disabilities differed significantly on the factors labeled vocabulary/fluency and syntactic maturity. Students with learning disabilities were not as fluent in word production and in the number of different words used in their compositions as their non-learning-disabled peers. They did, however, produce longer sentences and T-units. The findings of this study suggest that emphasis on the postsecondary level needs to focus on expanding the use of written vocabulary skills, and that the T-unit may not be the best determiner of syntactic complexity at the adult level.

238.
Minch, Kathleen E.; & Rusch, Frank R. (1987).

Factors related to the support provided by coworkers to employees with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

co-worker involvement / supported employment / job placement

This study examined co-worker-support provided to 33 target employees with handicaps who were working in a supported employment environment. The relationships between the target employees' adaptive behavior scores and the types of co-worker support were considered. The co-worker support data were collected by 15 agencies that provided supported-employment services to target employees. The results indicated that target employees received support from co-workers, including training, associating, befriending, and advocating. In addition, the target employees adaptive behavior scores appeared to relate to the co-worker support they received. Specifically, more target employees with higher adaptive behavior scores had co-workers who trained, befriended, and associated. Tables and references are included.

239.
Gifford, John L.; Rusch, Frank R.; Martin, James E.; & White, David M. (1984).

Autonomy and adaptability in work behavior of retarded clients. International Review of Research in Mental Retardation, 12, 285-318.

vocational training / adaptive bahavior / generalization / response maintenance

In this article, a framework is proposed upon which a systematic technology for the vocational training of mentally retarded individuals may be based. This article focuses upon the work behavior literature as it pertains to the maintenance of behavior in transitional employment efforts, i.e., investigations of best practices for advancing people from sheltered workshops to competitive employment in nonsheltered contexts. Following a review of recent developments in the work behavior literature, a theoretical framework is proposed that identifies two categories of behavior required in competitive employment: autonomy and adaptability. This framework is offered to suggest ways to generate, combine, and implement training strategies systematically, and to provide direction for future research on maintenance programming. Tables and references are included.

240.
Schalock, Robert L. (1986).

Transitions from school to work. Washington, DC: National Association of Rehabilitation Facilities.

individualized transition plans / interagency cooperation / supported employment

The purpose of this monograph is to share with the reader the author's experiences working with public schools and community based mental retardation (CBMR) programs to transition people into the world of work. These experiences suggest that there are five critical components to successful transitions, including a common language, a catalyst, a strategy to develop and coordinate the process, the opportunity, and formative evaluation activities that provide feedback to improve the process. These components are described. References are included.

241.
Lagomarcino, Thomas R.; & Rusch, Frank R. (1988).

Competitive employment: Overview and analysis of research focus. In V. B. Van Hasselt, P. S. Strain, & M. Hersen (Eds.), Handbook of development and physical disabilities. New York: Pergamon Press.

research synthesis / competitive employment / job retention

The purpose of this chapter is threefold: (a) to review studies that have attempted to isolate factors contributing to job terminations of persons with mental retardation and research that has appeared in the applied, competitive literature; (b) to compare the findings of the two reviews; and (c) to propose recommendations for future research. The literature reviewed for this chapter was drawn from six applied-research journals published between 1975 and 1984. References are included.

242.
McCue, Michael; & Katz-Garris, Lynda (1983).

The severely disabled psychiatric patient and the adjustment to work. Journal of Rehabilitation, 49(4), 52-58.

psychiatrically disabled / vocational rehabilitation / literature review

This article focuses upon issues related to the work adjustment of severely disabled psychiatric patients. The severely psychiatrically disabled rehabilitation population, including individuals with schizophrenic, major affective, and personality disorders is described. A review of the literature that defines the specific work problems of this population is included. Differences in the nature of vocational rehabilitation problems between severely psychiatrically disabled individuals and the general rehabilitation population are discussed. Recommendations are made for a rehabilitation approach that acknowledges and treats symptomatology and defects, as well as emphasizing patient assets and strengths. Finally, a number of behavioral symptoms associated with mental illness are discussed, illustrating how each symptom might inhibit job acquisition and/or work adjustment.

243.
Heal, Laird W.; Haney, Janell I.; DeStefano, Lizanne; & Rusch, Frank R. (in press).

A comparison of successful and unsuccessful placements of secondary students with mental handicaps into competitive employment. Career Development for Exceptional Individuals.

job placement / secondary education / job retention

Twenty-three successful and 23 unsuccessful matched pairs of high school students with mental retardation who obtained gainful employment were compared. Matched pairs were obtained from model programs funded under the Secondary Transition Education Initiative of the U.S. Office of Special Education and Rehabilitative Services (P.L. 98-199). Case study questionnaires were completed by students' placement counselors, trainers, or supervisors. The results indicated that students succeed in a variety of positions and communities across the nation. The most important elements contributing to this success were student motivation, education personnel team effort, employer support, and on-the-job supervision.

244.
Schloss, Patrick J.; Smith, Maureen A.; & Boyd, Sharon (1988).

Influence of forms upon application completion skills of learners who are hearing impaired. Career Development for Exceptional Individuals, 11(2), 71-79.

hearing impaired / employment application forms

Application completion skills of learners with hearing impairments were enhanced by an instructional package that included a practice form containing many elements in common with the domain of application forms. Practitioners concerned for the education of these learners and possibly other learners with handicaps are advised to pay careful attention to the selection of both methods and materials. These considerations may maximize teaching efficiency and student achievement. References are included.

245.
Brown, James M. (1988).

Satisfaction and satisfactoriness measures for students with disabilities in postsecondary vocational education programs. Career Development for Exceptional Individuals, 11(2), 80-91.

postsecondary education / vocational education / Student Satisfaction Instrument / educational adjustment model

This article focuses on the development and analysis of a system to identify and monitor high-risk students in postsecondary vocational training programs in vocational-technical institutes. This identification and monitoring system is based on the hypothesis that if instructors and postsecondary support services personnel such as technical tutors, remedial math and reading specialists, vocational rehabilitation counselors, and financial aid specialists are made aware of educationally relevant risk factors exhibited by specific students, many of the students' educational problems can effectively be overcome. References are included.

246.
Elrod, G. Franklin; & Sorgenfrei, Traci B. (1988).

Toward an appropriate assessment model for adolescents who are mildly handicapped: Let's not forget transition! Career Development for Exceptional Individuals, 11(2), 92-98.

special education / individualized transition plans / learning disabilities / vocational evaluation

The purpose of this article is to propose an alternative assessment model for students with mild handicaps. The thrust of the model is the infusion of career and vocational assessment into the assessment process which also includes psycho-educational assessment, socio-behavioral assessment, and academic assessment. Suggestions for career and vocational assessment are briefly outlined. References are included.

247.
Rusch, Frank R.; McNair, Jeff; & DeStefano, Lizanne (1988).

Research priorities in secondary special education and transitional services: A national survey. Career Development for Exceptional Individuals, 11(2), 99-110.

special education / secondary education / research synthesis / transition

The efficient delivery of essential secondary special education and transitional services to youths with handicaps depends upon identifying and solving agreed-upon problems. Although studies have been conducted, more specific information is needed to identify these questions so that research may be undertaken to improve the delivery of services to youths with handicaps in transition from school to work. The purpose of this investigation was to identify research questions generally agreed upon as important by selected researchers, program developers, and state directors in the areas of rehabilitation, vocational, and special education. In addition, survey respondents were asked to generate additional questions or issues they believed important. Methodology of survey is discussed. Tables and references are included.

248.
Goldstein, Marjorie T. (1988).

The transition from school to community: A new role for colleges. Career Development for Exceptional Individuals, 11(2), 111-117. (Comp. No. 84.158C - OSERS File No. 191)

postsecondary education / Project LINK / interagency cooperation / social skills

This article describes a postsecondary program, Project LINK, which demonstrates the efficacy of using a college's resources to facilitate the transition process. Program components of the model are described with the goal of this college-based program being to assist mildly handicapped participants "lose their labels" by virtue of appropriate behaviors, attitudes, and skills. References are included.

249.
Cheney, Douglas; & Foss, Gilbert (1984).

An examination of the social behavior of mentally retarded workers. Education and Training of the Mentally Retarded, 19(3), 216-221.

social skills / work environment

The purpose of this study was to delineate the content and frequency of social problems encountered by mentally retarded workers. Over 1,000 hours of observation were recorded by 18 production supervisors, 18 mentally retarded workers, and 18 employers through naturalistic observation, self-reports, and structured interviews, respectively. From these observations, 355 distinct problematic social situations were identified. These social situations primarily cluster into interpersonal problems that workers encounter with supervisors or co-workers and problematic social behavior due to disruptive or distractive behavior. The purpose of examining the social environment of mentally retarded workers is to derive socially valid content for assessment and training. References are included.

250.
Browder, Diane M.; Hines, Carol; McCarthy, Laurie Jo; & Fees, Jill (1984).

A treatment package for increasing sight word recognition for use in daily living skills. Education and Training of the Mentally Retarded, 19(3), 191-200.

independent living / direction following

Daily living skills are critical to community independence. To maximize effectiveness of instruction in daily living skills, teachers need procedures that are applicable to small group instruction, that promote generalization, and that can be replicated across skills. In the present study, moderately mentally retarded adults acquired and generalized daily living skills through a combination of instructions in reading instruction booklets and using the booklets to perform the tasks. The training package included time delay and an application of the Premack Principle for sight work reading and instruction on using the booklet with step-by-step prompting and praise. Procedures were effective for sets of food preparation, laundry, and telephone skills. References and tables are included.

251.
Spooner, Fred; & Spooner, Doreen (1984).

A review of chaining techniques: Implications for future research and practice. Education and Training of the Mentally Retarded, 19(2), 114-124.

chaining / research synthesis

Although chaining procedures are a major instructional technique used in training severely handicapped learners, very little is known about which of these procedures (i.e., forward and backward chaining and total task presentation) has the most beneficial effect on learning. In this paper studies that have compared these chaining procedures are reviewed along the dimensions of independent variables, dependent variables, subject variables, apparatus variables, design, and method of analysis. In general, results of studies are mixed. Potential explanations of differences are offered. Procedures are then examined to see which of the procedures creates an optimal picture of learning and procedural variation that may affect such learning is investigated. Guidelines for future research and assistance for interpreting the present investigations are offered. References and tables are included.

252.
Spooner, Fred (1984).

Comparisons of backward chaining and total task presentation in training severely handicapped persons. Education and Training of the Mentally Retarded, 19(1), 15-22.

chaining / vocational training

This study compared the effectiveness and efficiency of two procedures -- "backward chaining" and "total task" -- for training eight severely retarded persons to assemble two vocational tasks via a multi-element design. The dependent measure was rate of learning (celeration). The primary method of evaluating the data was visual analysis, which was supplemented by simple linear regression. From an analysis of the results, it was concluded that for rate of learning the total task procedure was superior to backward chaining. References and figures are included.

253.
Lynch, Kevin P.; & Gerber, Paul J. (1980).

A survey of community sheltered facilities: Implications for mandated school programs. Education and Training of the Mentally Retarded, 15(6), 264-269.

sheltered workshops / vocational training

A survey examined admission barriers, client and disability variables, program content, and levels of school/agency cooperation in adult activity, work activity, and sheltered workshops in a midwestern state which has a representative urban-suburban-rural profile. Reported characteristics were based upon the returns of more than half of the state's 110 facilities. References and tables are included.

254.
Forness, Steven R.; Thornton, Robert L.; & Horton, Amy A. (1981).

Assessment of applied academic and social skills. Education and Training of the Mentally Retarded, 16(2), 104-109.

vocational evaluation / Applied Assessment Instrument (AAI)

Assessment of relevant academic and social skills of developmentally disabled adolescents or young adults would seem to be most effective if done in the context of an applied or prevocational setting. An assessment instrument was developed to measure applied reading and comprehension skills, direction following (using information from the reading passages), applied number skills, and social adaptation to a work situation. Comparison of the scores of 30 developmentally disabled adolescents with their levels on comparable tests of achievement was used as a preliminary measure of the validity of this instrument. References and tables are included.

255.
Pillemer, David B.; & Light, Richard J. (1980).

Synthesizing outcomes: How to use research evidence from many studies. Harvard Educational Review, 50(2), 176-195.

research synthesis / program evaluation / outcome criterion assessment

The authors discuss several ways of extracting information from a group of related studies and argue that a key ingredient of a strong synthesis is an analyst's attention to detailed features of each study: who participated, in what setting, with what exact program or treatment. Knowing such details is a prerequisite to explaining conflicting outcomes, an effort the authors believe makes fullest use of the varied information the studies offer. References are included.

256.
Sturgell, Mark (1988).

Supported employment: Wishful thinking or genuine reform? Independent Living & Health Care Today, 3(3), 75-78.

supported employment / Illinois

In describing the success of supported employment programs in the state of Illinois, the author points out that there is a lot of work to be done in making supported employment not just a separate program of vocational rehabilitation, but rather a significant option of rehabilitation for all people with disabilities. Federal, state, and local human service agencies must work together toward the nation's goal of full participation and independence for every citizen with a disability.

257.
Education Service Center, Region XI (1989).

Transition tracking system. Fort Worth, TX: Author.

Texas / follow-up studies / Transition Tracking System.

The Education Service Center, Region XI, has completed a third modification on the Transition Tracking System, which public schools can use to document the following components of the transition process: (a) early referral to other agencies; (b) provision of follow-up services and dates of these services; and (c) follow-up of disabled students for five years after graduation. Included in this notebook are directions for using the accompanying IBM and Apple versions of the computer program.

258.
Illinois Department of Rehabilitation. Illinois Supported Employment Program. (1988).

It's more than a job [Videocassette]. Springfield, IL: Author.

video production / supported employment / Illinois

This video presentation answers many of the questions that parents, employers, and co-workers might have regarding supported employment. Many successful work integration experiences are shown, accompanied by interviews with employers, parents, co-workers, and clients. This production is intended for many different audiences who wish to become familiar with the possibilities of a supported employment program. A transcript of the videotape is included.

259.
AVATRAC. Colorado Production Group (1987).

Supported employment [Videocassette]. Denver, CO: Author.

video production / supported employment

With this video the cost-effective benefits of supported employment for the employer are explained. Employers are interviewed in a wide variety of job settings for the developmentally disabled. This presentation is intended particularly for potential employers who are interested in this important human resource.

260.
Parents' Graduation Alliance. University of Oregon (1986).

Supported employment: A new way to work [Videocassette, with transcript - 20 minutes]. Eugene, OR: Author.

video production / Oregon / supported employment

Supported employment: A new way to work describes four vocational programs designed for people with moderate to severe developmental disabilities. The four vignettes of these different work experiences include (a) individual supported job placements, (b) enclaves, (c) mobile work crew, and (d) bench work. Emphasis is placed on independence, productivity, and community integration for supported employment clients. A transcript is included.

261.
Agran, Martin; Martin, James E.; & Mithaug, Dennis E. (1989).

Achieving transition through adaptability instruction. Teaching Exceptional Children, 21(2), 4-7.

Adaptability Model / transition

This article provides teachers and work experience specialists with practical recommendations for enhancing the adaptability and problem-solving skills of their students in work environments. An instructional model to teach adaptability skills is described, and several procedures are presented. References are included.

262.
Hanley-Maxwell, Cheryl; Rusch, Frank R.; & Rappaport, Julian (1989).

A multi-level perspective on community employment problems for adults with mental retardation. Rehabilitation Counseling Bulletin, 32(3), 266-280.

barriers / community integration / job retention

This article introduces a multi-level viewpoint on community employment problems for persons with mental retardation. An analysis of the existing employment literature revealed that the target for intervention has most often been limited to the individual. The viewpoint suggested by this article calls for a reframing of the questions asked and advocates broader consideration to planning interventions at the small group, organizational, and institutional and community levels, as well as the individual level. Proposals for new interventions are made at each of these levels. References are included.

263.
Rusch, Frank R.; & DeStefano, Lizanne (1988).

A descriptive analysis of Competition 84.158C: Transition strategies and techniques [DRAFT]. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

model programs / demographics / barriers / program evaluation

This paper analyzes the demographic characteristics, purpose, activities, outcomes, and barriers associated with the transition model programs that were funded in Comp. No. 84.158C. The purpose of this study was to determine the extent to which these programs addressed postsecondary education and occupational expectations set forth by OSERS. Tables are included.

264.
Goldberg, Richard T. (1981).

Toward an understanding of the rehabilitation of the disabled adolescent. Rehabilitation Literature, 4(3-4), 66-74.

adolescence / barriers / vocational rehabilitation

The author believes that adolescence as a developmental process is particularly difficult for disabled adolescents. Problems presented by their physical or mental disability further complicate the normal adolescent processes. The paper addresses the nature of these complications and their implications for rehabilitation. References are included.

265.
Vanderheiden, Gregg C. (1983).

The practical use of microcomputers in rehabilitation. Rehabilitation Literature, 44(3-4), 66-70.

microcomputers / vocational rehabilitation

The author states that the area of microcomputers and their application for handicapped individuals is a relatively new one and has tremendous potential. Although there will always be technical barriers to the incorporation of microcomputers into personal aids, these barriers are continually being removed by rapid advances in technology. The author suggests that the microcomputer will not be a success with the rehabilitation field unless it is applied within an overall rehabilitation process. He concludes that more effort needs to be directed toward understanding the appropriate and inappropriate application of microcomputer technologies, and toward identifying the other components of the rehabilitation program which must be in place, along with the technology, if it is to be effective.

266.
Stubbins, Joseph (1982).

The quota system for the employment of disabled persons.
Rehabilitation Literature, 43(5-6), 141-145.

quota system / United Kingdom

In this article, the author describes the British quota system for the employment of persons with disabilities as an example of a social systems approach which has attracted little attention in the United States. He explores various aspects of the situation, contrasts the British quota system with American practices, and indicates some possible solutions to the problems discussed. References are included.

267.
Byrd, E. Keith; & Rhoden, Robert B., Jr. (1981).

Experimenter effects on attitudes toward disability.
Rehabilitation Counseling Bulletin, 25(2), 98-100.

attitudes / postsecondary education

The authors report the results of a study in which two groups of university students completed the Attitude toward Disabled People Scale. Results indicate that scores were affected significantly between the groups when participants were exposed to disabled as opposed to able-bodied experimenters.

268.
Goodyear, Rodney K. (1983).

Patterns of counselors' attitudes toward disability groups.
Rehabilitation Counseling Bulletin, 26(3), 181-184.

rehabilitation counseling / attitudes

The author's study of rehabilitation counselors' preferences for certain categories of disabled people found general consistency with a posited hierarchy of such preferences.

269.
Elksnin, Nick; & Elksnin, Linda K. (1988).

Improving job-seeking skills of adolescents with handicaps through job clubs. Career Development for Exceptional Individuals, 11(2), 118-125.

job clubs / secondary education

The authors emphasize the role and importance of the job club model for special education students in high school. References are included.

270.
D'Alonzo, Bruno J.; Faas, Larry A.; & Crawford, Dorothy (1988).

School to work transition: Project M.E.A.L. model for employment and adult living. Career Development for Exceptional Individuals, 11(2), 126-140. (Comp. No. 84.158C - OSERS File No. 51)

Project M.E.A.L. / learning disabilities / Arizona

The descriptive information provided in this article represents a prototype delivery system designed to effectively move unemployed young adults with learning disabilities, who had recently exited school, to successful employment and community living. Project MEAL was implemented with a broad spectrum of cooperating agencies participating and was effective in the transition of unemployed young adults with learning disabilities to successful employment. It was a comprehensive program of training and support services that linked the target population to (a) available community training or education programs and services, and (b) sustained employment in jobs commensurate with their capabilities.

271.
Chamberlain, Margaret A. (1988).

Employer's rankings of factors judged critical to job success for individuals with severe disabilities. Career Development for Exceptional Individuals, 11(2), 141-147.

employer involvement / job retention / social skills

The purpose of this study was twofold: (a) to determine which skills and skill categories were deemed most relevant to job success by employers of people with severe handicaps and employers with no experience with such employees, and (b) to list any discrepancies between the rankings of the two employer groups. References are included.

272\.
Salvia, John; Gajar, Anna; Gajira, Meenakshi; & Salvia, Shawn (1988).

A comparison of WAIS-R profiles of nondisabled college freshmmen and college students with learning disabilities. Journal of Learning Disabilities, 21(10), 632-636.

learning disabilities / postsecondary education / Wechsler Adult Intelligence Scale-Revised (WAIS-R)

Wechsler Adult Intelligence Scale-Revised (WAIS-R) profiles of two groups of students at Penn State were examined. One group of students had been classified as learning disabled on criteria other than their performance on the WAIS-R; the second group of students was randomly selected from incoming freshmen. Results are discussed. Although significant mean differences were observed, substantial overlap between the two groups was noted. Thus, the performances of students in the two groups were largely indistinguishable. Implications for the diagnosis of learning disabilities in college populations are discussed. References are included.

273\.
Aveno, Arlene (1989).

Community involvement of persons with severe retardation living in community residences. Exceptional Children, 55(4), 309-314.

community integration / residential facilities

A national survey was conducted with 294 community residential facilities (CRFs) serving adults with severe retardation. Respondents were asked to rate 38 community-based activities twice: one rating representing the activity involvement of the residents living in the CRFs, and one rating representing the perceived activity involvement of "average," well-integrated community members. Nonhandicapped community members were perceived to have significantly more involvement in 30 activities than adults living in CRFs. Group home and foster home residents were perceived to be more involved in employment or day activities outside the residence, use of health care services, walking or wheelchair strolling for pleasure, and use of parks or zoos than nonhandicapped community members.

274\.
Fairweather, James S. (1989).

Transition and other services for handicapped students in local education agencies. Exceptional Children, 55(4), 315-320.

local education agencies (LEAs) / vocational rehabilitation

A survey was conducted among special education administrators in 1,450 local education agencies (LEAs) nationwide to determine the availability of vocational programs and transition-oriented services for handicapped youth. Results showed that most LEAs offer at least some vocational programs; transition-oriented services are not as frequently available, especially in smaller LEAs. In addition to size of LEA, community employment opportunities and the availability of adult services were related to whether an LEA offered any transition-related services.

275.
Katz, Bernard; & Rosenthal, Irwin (1988).

Final report for Project CLASS (Career and Learning Assistance and Support Services) of the Counselor Education Department, New York University. New York: New York University (SEHNAP). (Comp. No. 84.078B - OSERS File No. 84)

final report / New York / Project CLASS / postsecondary education

This final report of Project CLASS, a three-year postsecondary transition project, provides a summary of activities related to major goals and evaluation of project students' achievements related to project goals with 4 case studies. Replication and evaluation components are discussed. Appendixes are included.

276.
Brown, James M.; Kayser, Terrence F.; Field, Sharon; Weisenstein, Greg; & Pelz, Ruth (1987-1988).

Final project report: Enhancing the transition of mildly mentally retarded and learning disabled postsecondary vocational education students into gainful employment. Part 1: University of Minnesota. Part 2: University of Washington. St. Paul: University of Minnesota, and Seattle: University of Washington. (Comp. No. 84.078B - OSERS File No. 88)

final report / Minnesota / Washington / learning disabilities / Minnesota/Washington Postsecondary Transition Project

The Postsecondary Transition Demonstration Project was a joint effort by the University of Minnesota and the University of Washington to demonstrate methods to enhance the transition of mildly handicapped students into, through, and out of postsecondary vocational programs. The purpose of the project was to demonstrate that with new tools and modified procedures, existing staff in postsecondary vocational instruction and vocational rehabilitation agencies could more effectively facilitate the transition of special needs learners. Each part of this report includes sections on dissemination activities, replication efforts, and products developed. Conclusions and recommendations are included.

277.
Scott, Aurelia C.; Erlanger, Wendy J.; & Yin, Robert K. (1988).

Evaluation of discretionary programs under the Education of the Handicapped Act: Goal evaluation of the Secondary Education and Transition Services Program. Washington, DC: COSMOS Corporation.

program evaluation / Secondary Education and Transition Services (SETS) Program

This report presents the results of a goal evaluation of the Secondary Education and Transition Services (SETS) Program, administered by the Secondary Education and Transition Services Branch of the Division of Educational Services, Office of Special Education Programs (OSEP). Through a network of state and local delivery systems and 10 types of funded activities, the program aims ultimately to improve the educational, vocational, and postsecondary adult status of youth with handicaps, by enabling them to make a successful transition from school to adult and working life.

This goal evaluation provides an analytic overview of the entire SETS Program including an articulation of the strategic framework of the program as well as an initial assessment of outcome achievement. Two overarching questions guided the development of this study:

1. Are secondary and transition services, as presently articulated, sufficient to enable youth with handicaps to make a successful transition to an adult and working life?
2. Is the SETS Program successfully leveraging change in the educational and posteducational service systems?

Methodology was discussed, as were findings and conclusions. Two recommendations were made, based on the findings and conclusions:

1. The program should provide specific guidance to future grantees of the outreach activity proposed in the long-range plans, and
2. The current technical assistance strategy should be expanded.

Appendixes are included with this report.

278.
Bailey, Lenore; & Field, Sharon (1987).

Minnesota/Washington Postsecondary Transition Project: Guide to providing postsecondary student transition services. Seattle: University of Washington. (Comp. No. 84.078B - OSERS File No. 88)

Minnesota/Washington Postsecondary Transition Project / competitive employment

This manual describes the services provided for the disabled adults who participated in the transition program developed by the University of Washington in cooperation with Clover Park Vocational-Technical Institute. It offers suggestions to other professionals that can be applied to many programs providing transition assistance to postsecondary students with disabilities. Direct services provided by a training specialist are individualized to meet the unique needs of each participant. Sample forms are included in the appendix.

279.
Cook, Judith A. (1989).

Thresholds Transitional Employment Program for Mentally Ill Young Adults: Final report to the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Chicago: Thresholds. (Comp. No. 84.023G - OSERS File No. 55)

final report / Illinois / psychiatrically disabled / Thresholds

This is the final report of Threshold's Young Adult Transitional Employment Program, the purpose of which is to enable youth with severe mental illness to make the transition from school to the work world. This report discusses the three major objects of the program: (a) service delivery (comprehensive program of vocational education, training, and placement), (b) dissemination (replication strategies), and (c) research and evaluation of the program's effectiveness. Conclusions and recommendations are offered. References and appendixes are included.

280.
Roussel, Amy Elizabeth; & Cook, Judith A. (1987).

The role of work in psychiatric rehabilitation: The visiting chefs program as a therapeutic alternative to competitive employment. Sociological Practice, 6(2), 149-170. (Comp. No. 84.023G - OSERS File No. 55)

psychiatrically disabled / Illinois / Thresholds

The Thresholds Visiting Chefs Program provides severely mentally ill youth with an opportunity to work with a professional chef in preparation of a noon meal for some 100 rehabilitation clients. Meal preparation is part of the regular rehabilitation program for these psychiatrically disabled young people, and work with a visiting professional is an innovative, experiential vocational alternative that may be superior to traditional options. This paper first explores the debate on the value of work for young people's personal, moral, vocational and social development, then evaluates this innovative program using criteria put forth by authors critical of youth employment. Qualitative analysis of the youngsters' evaluations of the program indicates that working with a professional chef in a familiar environment is vocationally positive and rewarding. Correlation analysis indicates relations between learning motivation and involvement in the program. These are related to the dispute over the value of work for teenagers, and effective alternatives to competitive employment are suggested.

281.
Cook, Judith A.; Pickett, Susan A.; & Jonikas, Jessica A. (n.d.).

The Community Exploration Program: Vocational laboratory experiences for psychiatrically disabled youth. Chicago: Thresholds, Inc. (Comp. No. 84.023G - OSERS File No. 55)

Thresholds / Illinois / psychiatrically disabled

The purpose of the Community Exploration Program is to acquaint psychiatrically disabled youth with the surrounding community by focusing on the types of jobs that are found there by gaining information about employers. This curriculum guide for this program describes sessions students can work through to gain important community experiences and job information.

282.
Cook, Judith A.; Jonikas, Jessica A.; & Solomon, Mardi L. (n.d.).

Strengthening skills for success: A manual to help parents support their psychiatrically disabled youth's community employment. Chicago: Thresholds. (Comp. No. 84.023G - OSERS File No. 55)

psychiatrically disabled / Illinois / parent involvement / Thresholds

This manual provides information and suggestions to parents whose youth with psychiatric disabilities are pursuing community employment. Chapter topics include feelings of parents and children regarding employment, ways parents can help their child prepare for employment, support parents can give their child through the job seeking process, social skills needed by the child in the workplace, and methods the child can use in coping with stress. Case examples and exercises are included, as well as a bibliography of books for further reading for parents.

283.
Chancellor's Office, California Community Colleges (1987).

Guidelines for identifying California community college students with learning disabilities. Sacramento, CA: Author. (Comp. No. 84.078B - OSERS File No. 86) learning disabilities / California / community colleges / psychoeducational assessment

This manual consists of step-by-step procedures describing the assessment components, procedures, and criteria from the initial referral to the final eligibility decision for identifying learning disabled students in California's community colleges. By standardizing the minimum eligibility criteria, increased consistency in eligibility procedures and a more equitable delivery of learning disabled program services will result. Appendixes are included.

284.
Wilcox, Barbara; & Bellamy, G. Thomas (1987).

A comprehensive guide to The Activities Catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

curriculum / independent living / quality of life

This book is an introduction to The Activities Catalog (Entry No. 90) and a guide to the total curriculum system that is built around the catalog. This book describes the problems inherent in traditional approaches to curriculum for individuals labeled moderately and severely handicapped, outlines a comprehensive alternative, and details procedures for using The Activities Catalog in high school, work, or residential settings. The uniqueness of this volume is its focus on curriculum for people of high school age or older.

285.
Van Hasselt, Vincent B.; Strain, Phillip S.; & Hersen, Michel (Eds.) (1988).

Handbook of developmental and physical disabilities. New York: Pergamon Press.

physical disabilities / developmental disabilities / competitive employment / mainstreaming / research synthesis

This handbook was written to address the vastness of the field of developmental and physical disabilities and the increased legislative and professional attention these fields have recently received. The objective of this volume is to examine disability in comprehensive fashion, including articulation of both the general and specific issues that the field is facing. Experts from numerous and diverse disciplines have contributed chapters on the psychological, sociological, legal, legislative, vocational, and medical aspects of disability. References and indexes are included.

286.
Olsen, Susan (n.d.).

Enhancing employability: A curriculum to prepare psychiatrically disabled youth for community employment. Chicago: Thresholds. (Comp. No. 84.023G - OSERS File No. 55)

psychiatrically disabled / curriculum / prevocational skills

This prevocational curriculum has been designed with the unique needs of older adolescents with mental illness. In order for this curriculum to be successful, it must be combined with highly flexible instructional methods provided by empathetic, therapeutically oriented special educators. The topics covered specifically address issues faced by persons with mental illness, and materials are written at a level that most students can read and adapt to easily.

287.
Snell, Martha E. (Ed.) (1987).

Systematic instruction of persons with severe handicaps (3rd Ed.). Columbus, OH: Charles E. Merrill Publishing Company.

psychoeducational assessment / parent involvement / community integration / competitive employment / special education

This 3rd edition of Systematic Instruction retains the same goal of the first two editions: to describe and explain proven teaching methods with people who have severe handicaps. The book is organized so that the important basics are addressed first: parents, assessment, and general intervention principles. Then, the focus shifts to four areas of related services: emergency and routine medical procedures; positioning, handling, and programming for people with movement difficulty; recreation and leisure instruction; and communication. The last section reviews the literature in domestic skills, community skills, functional academics, vocational skills, and postschool options. References, tables, illustrations, and indexes are included.

288.
Willingham, Warren W.; Ragosta, Marjorie; Bennett, Randy Elliot; Braun, Henry; Rock, Donald A.; & Powers, Donald E. (1988).

Testing handicapped people. Boston: Allyn and Bacon, Inc.

testing and measurement / psychoeducational assessment / research synthesis

This volume reports the findings of a project initiated by the College Board, the Educational Testing Service, and the Graduate Record Examination Board to study the issues regarding validity and comparability of admissions tests administered to handicapped examinees. Legal background, research issues, and recent trends of handicapped people in higher education and testing programs are discussed. Individual studies and two studies of admissions are reported. References and appendixes are included.

289.
Matson, Johnny L.; & Mulick, James A. (Eds.) (1983).

Handbook of mental retardation. New York: Pergamon Press.

advocacy / research synthesis / community integration / psychoeducational assessment / vocational training

The purpose of this handbook is to review the major trends affecting mental retardation and provide a broad overview of a number of specialized areas with sufficient reference to other materials to facilitate further topical exploration. Classification, assessment, and prevention are among the areas covered by experts in the field of mental retardation. References and indexes are included.

290.
Webster, Maureen M.; Hornby, Helaine; & Clasby, Miriam (1985).

Preparing handicapped youth for jobs: A six-site study of school-community collaboration. Portland, ME: Human Services Development Institute. Center for Research and Advanced Study. University of Southern Maine.

interagency cooperation / vocational training / individualized transition plans / vocational education

This study is based on a study of six collaborative planning projects which took place in Illinois, Maine, Massachusetts, Minnesota, and Pennsylvania. Its overall goal is to draw from experience in the six communities insights which can help others develop collaborative groups to engage in similar problem-solving and planning for vocational programs and transitional services plans. References and appendixes are included.

291.
Smith, Christopher A. (1988).

How to write vocational training manuals. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

vocational training / program development

This manual was written for rehabilitation professionals to provide a process for creating manuals to document training "plans" for vocational programs. Chapters cover (a) the basic elements that every training manual should have, (b) the writing process, (c) methods for describing the training process in written form, (d) a method for analyzing the written description to determine if additions/changes need to be made, and (e) the need to evaluate regularly training programs and manuals. Appendixes include samples of two training manuals.

292.
Botterbusch, Karl F.; & Smith, Christopher A. (1988).

The community vocational transition center. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

vocational evaluation / program development / community vocational transition center

A rationale for a community vocational transition center model is suggested in the monograph. Described as providing a wide range of individually tailored vocational services to both disabled and non-disabled persons, the center may be designed to help all persons make transitions from unemployment or underemployment to competitive employment. Thus, the emphasis of this center is to provide the services the entire community needs for vocational assessment and other vocationally oriented services. Chapters detail the main elements of this program development process, from community analysis and marketing strategies, to organizational structure, assessment and placement services, and evaluation. References and appendixes include forms and names and addresses of tests, assessment, and work sample developers.

293.
Kiernan, William E.; & Schalock, Robert L. (Eds.) (1989).

Economics, industry, and disability: A look ahead. Baltimore: Paul H. Brookes Publishing Co.

supported employment / marketing / community integration / vocational training / quality of life

Professionals from economics, vocational rehabilitation, rehabilitation engineering, and other disability-related fields contribute to this book to provide a broad overview of developments that affect employment opportunities for the disabled. Chapters focus on the economic, demographic, and legislative influences on employment; the application of marketing concepts to creating jobs for persons with disabilities; the use of technology, training, and support techniques to ensure job success; and the importance of quality of life and quality assurance issues. Specific recommendations regarding marketing, placement, documentation of changes in service delivery, and approaches to policy planning are offered. References and an index are included.

294.
Nofs, Diane; McDonnell, John; & Hardman, Michael (1986).

The Utah Supported Employment Program Implementation Manual. Salt Lake City: University of Utah. Department of Special Education. Graduate School of Education. (Comp. No. 84.158N - OSERS File No. 202)

Utah / supported employment / program development

This manual is designed to serve as a procedural guide for those organizations selected to establish supported employment programs for adults with disabilities. It is divided into three major sections. Section I describes the underlying assumptions of supported employment, as well as delineates the organizational elements of the three supported employment models: (a) the individual placement model, (b) the work crew model, and (c) the enclave model. Section II outlines the procedures necessary for establishing and operating all supported employment programs. Section III is designed to describe organizational elements and procedures unique to supported employment models, with particular focus on the critical outcomes and procedural components of each of the models. Appendixes are included.

295.
Fry, Ronald R. (Ed.) (1988).

Third national forum on issues in vocational assessment: The issues papers. Papers presented at the Third National Forum on Issues in Vocational Assessment, September 10-12, 1987, Clearwater Beach, Florida. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

vocational evaluation / personnel preparation / computer technology / marketing / research synthesis

This is the third in a series of compilations of papers presented at the National Forum on Issues in Vocational Assessment. General areas covered by contributing authors include the following topics: professional concerns and training, vocational evaluation and law, computer use, vocational evaluation systems, marketing, hand rehabilitation, work hardening/physical capacities, research, creative applications, transition, and special populations. References are included. (See also (1) Fry, Ronald (Ed.) (1986) Second national forum on issues in vocational assessment: The issues papers, cited in Vol. 2, Entry No. 78, Annotated Bibliography, and (2) Smith, Christopher; and Fry, Ronald (Eds.) (1985), National forum on issues in vocational assessment: The issues papers, cited in Vol. 1, Entry No. 404, Annotated Bibliography.)

296.
Antonak, Richard F.; & Livneh, Hanoch (1988).

The measurement of attitudes toward people with disabilities: Methods, psychometrics and scales. Springfield, IL: Charles C. Thomas Publisher.

attitudes / testing and measurement / research synthesis

Focusing on the formation, structure, and correlates of attitudes toward people with disabilities, this book is a valuable resource for researchers in a variety of disciplines. Part I examines the concept of attitudes and presents a taxonomy for the classification of attitude measurement methods. Detailed descriptions of 14 direct measurement methods are included, along with information on multidimensional scaling, and four indirect measurement methods. Part II is concerned with the psychometric adequacy of attitude scales. It presents the concepts of reliability and validity, covers methods to estimate both, and details guidelines for the construction and psychometric analysis of rating scales. The chapters in Part III provide specific, technical information on 22 attitude scales. The development of each scale is described, information is presented on the scale's psychometric adequacy, and general comments about the usefulness of the scale are provided. References and appendixes are included.

297.
Worthen, Blaine R.; & Sanders, James R. (1987).

Educational evaluation: Alternative approaches and practical guidelines. New York: Longman.

program evaluation / research synthesis / program development

This book is designed primarily as a basic text for graduate courses in evaluation or related administration, curriculum, or teacher education courses where efforts are made to teach practitioners to assess the effectiveness of their educational endeavors. The intent is (a) to familiarize readers with the variety of alternative approaches proposed for planning and conducting evaluation, and (b) to provide practical guidelines helpful with almost any general evaluation approach. References and indexes are included.

298.
Spencer, Karen C. (1988).

Final report: Transition to Community Employment Project. October 1, 1985 - September 30, 1988. Fort Collins, CO: Colorado State University, Department of Occupational Therapy. (Comp. No. 84.078C - OSERS File No. 115)

final report / Colorado / supported employment / interagency cooperation / Transition to Community Employment (TCE) Project

Supported employment was the primary focus of the Transition to Community Employment (TCE) Project upon which other activities were built. An individualized job placement approach ("place then train") was used to serve 34 individuals with significant disabilities. The project accomplished the following five major objectives:

1. identification of the vocational needs of local, post-secondary youth and adults with handicapping conditions;
2. development and implementation of community-integrated, supported employment services for individuals with significant disabilities;
3. establishment of linkages with state and local service systems to assure continuation of supported employment services beyond the initial three-year federal funding period;
4. training of graduate and undergraduate students at Colorado State University to plan and implement individualized, community-integrated, supported employment services; and
5. dissemination of project components via workshops and graduate course development at Colorado State University.

Appendix includes Transition to Community Employment Project Manual.

299.
Mertz, E. Philip, Jr. (1987).

Final report: Project Blind Access to Computers (BAC). Richmond: Virginia Department for the Visually Handicapped. (Comp. No. 84.128A - OSERS File No. 79)

final report / Virginia / visually impaired / computer technology / Project Blind Access to Computers (BAC)

This is the final report for the three-year Project Blind Access to Computers (BAC), the goal of which was to enable blind and visually impaired persons to utilize available technology to facilitate competition for employment with sighted individuals. Sites of adaptive computer equipment are listed, as was a timetable of completed project activities.

300.
Atkins, Robert (1988).

Community Based Training Project: Final report. Kansas City, MO: The Rehabilitation Institute. (Comp. No. 84.078C - OSERS File No. 112)

final report / Missouri / Community Based Training Project

The purpose of the project was to enhance the quality of occupational skill training and to ease the transition from school to work for participants in an existing facility based training program by developing community based training sites in area businesses and industries which would facilitate, encourage, and coordinate the postsecondary training of handicapped participants in a nonhandicapped environment. A timetable of activities precedes a brief discussion of project accomplishments, slippages, characteristics, evaluation and dissemination activities, products developed, and conclusions and recommendations. Appendixes include tables and forms.

301.
Vernon, Sally (1988).

Final report: Model Orientation Program for Students with Learning Disabilities. Chicago: Chicago City-Wide College. (Comp. No. 84.078C - OSERS File No. 126)

final report / Illinois / learning disabilities / community colleges

This final report on the Model Orientation Program for Students with Learning Disabilities includes a summary of the activities, a report on project accomplishments, and a competency-based curriculum that was developed as an integral part of the project. The program was designed to prepare participants to devise strategies that would offset the functional limitations of their disabilities and therefore enable them to compete successfully in integrated vocational programs.

302.
Miami-Dade Community College-North (1987).

Final report: Demonstration Project on the Learning Disabled. Miami, FL: Author. (Comp. No. 84.078C - OSERS File No. 114) final report / Florida / community colleges / learning disabilities

A narrative of this two-year grant describes problems encountered in setting up this program as far as identifying LD individuals and integrating them in the workforce. A new broad based approach was developed which included student recruitment and training and then placement during a summer training session. Interagency cooperation was greatly expanded. These accomplishments and other objectives were also discussed.

303.
Drummond, O. George (1987).

Valley Transitional School Project: Final report. Richmond: Virginia Department of Rehabilitative Services. (Comp. No. 84.128A - OSERS File No. 82)

final report / Virginia / competitive employment / attitudes

The original purpose of Valley Transitional School Project was to develop and validate a model which would assist school youth with severe disabilities to make the transition from school to employment, in the most competitive employment environment possible. Five key elements of transition addressed through this grant included:

1. curriculum emphasis during the elementary years,
2. systematic vocational training throughout the middle and secondary years;
3. effective work by cooperative interagency teams;
4. parent, consumer, and employer involvement throughout the transitional planning process; and
5. community and professional awareness and support of multiple employment options.

Accomplishments, demographics, evaluation activities, etc. are all discussed. Most successful job placements were found to be those clients with a "good attitude." Other research implications are presented.

304.
Andrews, Cynthia (n.d.).

Final report: Transitional Employment Enterprises School to Work Transition Program. Manchester, NH: Transitional Employment Enterprises. (Comp. No. 84.023G - OSERS File No. 61)

final report / New Hampshire / vocational training

The original purpose of the School to Work Transition Program was to "provide transitional employment training opportunities in the private employment sector for 36 eligible disabled young people desiring permanent, unsubsidized jobs in the competitive labor market; and to create, through effective model demonstration, an increased awareness, on the part of professional policymakers, parents, advocates, and the general public, of the abilities of disabled workers." Accomplishments and activities are discussed. Some of the conclusions supported were that marketing and parent involvement are very important aspects in a transition program.

305.
Faddis, Constance R.; & Long, James R. (1986).

Final report: Using job clubs to assist in the transition to work of postsecondary students with disabilities. Columbus, OH: National Center for Research in Vocational Education. (Comp. No. 84.078C - OSERS File No. 107)

final report / Ohio / job clubs / community colleges

This project was designed to try out the job club concept at three two-year college demonstration sites to see if job clubs would provide an effective, attractive approach to helping students with disabilities develop good job-seeking skills, world-of-work savvy, job placement contacts, and job search perseverance and success. The demonstration sites were Chicago City-Wide College, Columbus Technical Institute (Ohio), and the Community Colleges of Rhode Island (Warwick, Rhode Island). The project functioned primarily as an informal demonstration project, trying out the job club concept in order to determine (a) its general applicability and (b) the various approaches that do or do not work well in the two-year college context. Each site had its own goals and resources, so each demonstration job club used unique approaches, within the general job club guidelines set by the National Center. As a result, most findings are qualitative rather than quantitative. Advantages of job clubs are discussed. Further research is recommended to confirm that job clubs are practical, effective solutions to transition problems of community college students. The Job Clubs Pre/Post Assessment Instrument is included.

306.
McKean, Kathleen (1988).

Final report: Project OVERS: The Oklahoma Vocational Educational Resource System. Drumright, OK: Central Area Vocational-Technical School. (Comp. No. 84.078C - OSERS File No. 118)

final report / Oklahoma / Project OVERS / learning disabilities

Project OVERS, the Oklahoma Vocational Educational Resource System, was designed to provide for the postsecondary vocational-technical education needs of learning disabled individuals in Oklahoma through the development, implementation, and dissemination of a model service delivery system. The program was designed as a joint effort of Central Area Vocational-Technical School (CAVT) in Drumright, Oklahoma and the Oklahoma Child Service Demonstration Center (OCSDC) in Cushing, a nationally recognized learning disabilities program. Three main areas of focus were defined: (a) direct services to students at the development site (CAVT), (b) inservice training of vocational-technical teachers, and (c) dissemination of successful strategies, techniques, and materials to other area vocational-technical schools. Findings and activities are discussed. Project brochures are included.

307.
Seidenberg, Pearl L. (1987).

"Learning how to learn": A high school/college linkage model to expand higher education opportunities for learning disabled students: Final project report. Greenvale, NY: Brooklyn & C.W. Post Campuses, Long Island University. (Comp. No. 84.078C - OSERS File No. 110)

final report / New York / learning disabilities

The overall purpose of this project was to develop, demonstrate, and disseminate a model transitional postsecondary preparation program which would expand opportunities in higher education for learning disabled (LD) students. It was anticipated that the project would result in the development of better secondary preparatory programs for LD students and collaborative mechanisms whereby colleges and local educational agencies (LEAs) would work together in establishing more effective service delivery systems for the LD high school student transitioning into a college setting. The report provides a summary description of activities and accomplishments. Appendixes are included.

308.
Schapiro, Judith S.; & Meslang, Susan (1987).

Final report: CHANCE Project: Support services for mentally retarded adults for the development of self-sufficiency. Norfolk, VA: Old Dominion University. (Comp. No. 84.078B - OSERS File No. 94) final report / CHANCE Project / Virginia / assertiveness training

This final report of the CHANCE Project contains curriculum developed for the six courses offered to mentally retarded adults in the development of self-sufficiency at the Old Dominion University campus. The courses were basic assertiveness training, emergency and safety skills, utilizing assertiveness skills, basic consumerism, building relationships, leisure planning, and transportation. Appendixes are included.

309.
Human Resources Center (1988).

Final report: Career skills upgrading project. Albertson, NY: Author. (Comp. No. 84.078C - OSERS File No. 103)

final report / New York / Career Skills Upgrading Project / social skills

The Career Skills Upgrading Project was developed to improve the employability and employment status of disabled and non-disabled adults. Approximately two dozen courses were offered, guided by a 3-dimensional model of job-related competencies, which included intellectual skills, attitudes and values, and communication skills. Curriculum development, training, summary of data, and placement are presented.

310.
Zetlin, Andrea G.; & Hosseini, Ashraf (1989).

Six postschool case studies of mildly learning handicapped young adults. Exceptional Children, 55(5), 405-411.

follow-up studies / case studies

Participant observation was conducted for one year with six mildly learning handicapped young adults after their graduation from high school. Close attention was paid to the ways in which they managed the transition out of school and into more adult roles. During this year, all six floundered from job to job, class to class, and school to school. They expressed discontent and frustration with their present situation. They were at a loss to plan for the future and maintained an unrealistic appraisal of their skills. Their sense of self waxed and waned in keeping with their prospects, and the patience and frustration of family members vacillated as well.

311.
Dever, Richard B. (1989).

A taxonomy of community living skills. Exceptional Children, 55(5), 395-404.

community integration / independent living / curriculum

A survey of experts in mental retardation was conducted to assess the forthcoming Taxonomy of Community Living Skills, a guide for curriculum developers and administrators. Items in five domains (personal maintenance and development, homemaking and community life, vocational, leisure, and travel) were rated. Responses were generally favorable. Comments and suggestions made by the experts provided a basis for a revision of the taxonomy and its theoretical exposition.

312.
Ferretti, Ralph P. (1989).

Problem solving and strategy production in mentally retarded persons. Research in Developmental Disabilities, 10(1), 19-31.

problem solving / generalization / task analysis

Three decades of research purportedly show that mentally retarded persons neither spontaneously produce nor generalize problem-solving strategies. These observations are often attributed to deficiencies in superordinate skills and knowledge that control or influence the use of problem-solving strategies. This review shows that mentally retarded persons are often strategic when comprehension of the task requirements is ensured, and that generalization can be obtained when instructional experience with multiple task exemplars is given. Superordinate, representational, and nonvolitional factors are implicated in the production and generalization of strategies by mentally retarded persons.

313.
Hill, Mark L.; Banks, P. David; Handrich, Rita R.; Wehman, Paul H.; Hill, Janet W.; & Shafer, Michael S. (1987).

Benefit-cost analysis of supported competitive employment for persons with mental retardation. Research in Developmental Disabilities, 8(1), 71-89.

cost effectiveness / supported employment

A review of the literature on unemployment rates among adults with mental retardation is presented, and the societal impact of the number of adults with mental retardation who remain unemployed is discussed. The supported competitive employment model is presented as illustrative of a habilitation program allowing greater monetary returns to society than traditional adult service programs. A benefit-cost analysis of the supported competitive employment program at Virginia Commonwealth University's Rehabilitation Research and Training Center, occurring during the period from 1978 to 1986, is presented from two perspectives: that of the consumer (i.e., the adult with severe disabilities) and that of the taxpayer. Results of the benefit-cost analysis indicate that supported competitive employment is a financially prosperous venture from both perspectives; that is, from the consumer's perspective, for every $1.00 relinquished in taxes, supplemental security income (SSI), and forgone workshop earnings, $1.97 was received in increased income; the net benefit per year was $3,894 per consumer. From the taxpayers' perspective, for every $1.00 expended for the funding of supported competitive employment programs and in lost tax revenues realized by the provision of targeted jobs tax credits, $1.87 was accumulated in benefits; the net yearly benefit to the taxpayer was $4,063 per consumer. The authors conclude that supported competitive employment is a financially profitable venture for both consumers and taxpayers.

314.
Phillips, James F.; Reid, Dennis H.; Korabek, Cynthia A.; & Hursh, Daniel E. (1988).

Community-based instruction with profoundly mentally retarded persons: Client and public responsiveness. Research in Developmental Disabilities, 9(1), 3-21.

attitudes / community integration / language instruction

Three experiments were conducted to evaluate the effects of a training program implemented in a community setting for teaching receptive language skills to profoundly mentally retarded persons. In Experiment 1, the program was implemented in a local department store and consisted of a least- to most-intrusive prompting paradigm and contingent consequences. The community-based training strategy was effective in teaching receptive identification of three objects to a profoundly mentally retarded adolescent. Additionally, generalized improvements occurred in other store locations, although cross-model generalization in terms of changes in expressive skills did not occur. These results were replicated in Experiment 2 with two other clients in the same store, and in Experiment 3 with another client in an outdoor recreational area. Also, a questionnaire survey indicated that store employees in the first two experiments had very favorable reactions to the program. Results are discussed in regard to continued research with community-based training as a means of expanding educational opportunities for individuals who are profoundly mentally retarded.

315.
Shafer, Michael S.; Kregel, John; Banks, P. David; & Hill, Mark L. (1988).

An analysis of employer evaluations of workers with mental retardation. Research in Developmental Disabilities, 9(4), 377-391.

employer attitudes / supported employment / follow-up studies

A critical component of supported competitive employment is the provision of long-term consumer assessment and systematic follow-along services. To date, there is a paucity of information that describes or validates the process of ongoing consumer assessment. In this article, written employer evaluations of workers with mental retardation were analyzed regarding their relationship to employment retention. Three factors were identified which related to employment retention: (a) workers' attendance, (b) punctuality patterns, and (c) consistency in task performance. These findings are discussed in light of their implications for curriculum design and habilitation efforts for persons with mental retardation.

316.
Matson, Johnny L.; Manikam, Ramasamy; Coe, David; Raymond, Kelly; Taras, Marie; & Long, Nancy (1988).

Training social skills to severely mentally retarded multiply handicapped adolescents. Research in Developmental Disabilities, 9(2), 195-208.

social skills / behavior modification

Three severely mentally retarded, multiply handicapped, adolescents were treated in a classroom setting for social skills deficits. Two of these children exhibited symptoms of autism including periods of echolalia, and fascination with tactile and visual stimulation. One of the pair was deaf. The third child was profoundly mentally retarded and had minimal expressive language skills. All had received sign language training to facilitate communication. Treatment focused on increasing the frequency of eye contact, in seat and response to verbal prompt behaviors, skills deemed necessary to facilitate use of sign language communication and to increase social interaction. Baseline and treatment were evaluated in a multiple baseline, alternating treatment design across children. Baseline was taken on responses to 10 standard questions, asked by the teacher, based on verbal presentation and sign language. This same procedure was then continued during the initial treatment phase after training sessions. During training, the children received social reinforcement, performance feedback and edible reinforcement, in the form of candy, for appropriate performance. Physical and verbal prompts as well as pictorial cues were employed to shape appropriate behavior. In the second treatment phase, training was implemented in the classroom in which baseline data had been collected. Improvement in target behaviors, via training sessions held four days a week, was noted. These data suggest that use of a combination of visual stimuli and operant and social learning methods can remediate social skills deficits in children with multiple psychological and physical deficits. The implications of these findings for current and future research are discussed.

317.
Schalock, Robert L.; Keith, Kenneth D.; Hoffman, Karen; & Karan, Orv C. (1989).

Quality of life: Its measurement and use. Mental Retardation, 27(1), 25-31.

Quality of Life Index / human services / Goodness-of-Fit Index

The emerging need to view improved quality of life as an outcome measure from human service programs was described, and a Quality of Life Index was proposed that can be used as either an outcome measure or the criterion for the goodness-of-fit between persons and their environments. Data were presented from 685 adults clients within Nebraska's Community Based Mental Retardation Programs demonstrating the use of this Index as both an outcome measure and a criterion of the goodness-of-fit between persons who are disabled and their environments. Administrative and programmatic uses of such data were explored, along with a number of cautions to consider when assessing a person's quality of life.

318.
Osigweh, Chimezie A. B., Yg. (1988).

Evaluation performance in training-oriented human service organizations. Group & Organization Studies, 13(3), 389-408.

program evaluation / human services / "value-added" model

Training organizations are reluctant to evaluate themselves seriously, partly because of the fear that gains from such evaluations are minimal while the losses may be astronomical, particularly if the evaluation is negative. Adding to this difficulty is the lack of program evaluation models that emphasize the idea of positive change in training contexts. A "value-added" model is proposed to address this circumstance in human service training organizations. Trainers and OD practitioners and researchers concerned with valuable change in organizations are thus introduced to the notion of a value-added framework.

319.
Wehman, Paul; Kregel, John; Banks, P. David.; Hill, Mark; & Moon, M. Sherril (1987).

Sheltered versus supported work programs: A second look. Rehabilitation Counseling Bulletin, 31(1), 42-53.

sheltered workshops / supported employment / research synthesis

The authors attempt to look closely at the way the Lam study [see Entry No. 190, Annotated Bibliography, Vol. 2], which compared sheltered and supported employment, was designed and how some of the conclusions were drawn. Several questions about the manner in which the outcome data were interpreted are raised, and alternative means of comparing program models are presented.

320.
Lam, Chow S. (1987).

Sheltered and supported work comparison: A response to Wehman's comments. Rehabilitation Counseling Bulletin, 31(1), 54-58.

sheltered workshops / supported employment / research synthesis

The purpose of this article is to respond to the comments of Wehman and his colleagues on the results of Lam's 1986 study [see Entry No. 190, Annotated Bibliography, Vol. 2]. Specific questions raised by Wehman et al. are addressed, and research issues on sample comparability are also discussed.

321.
Knapp, Stephen F. (1988).

Financial implications of half- and full-time employment for persons with disabilities: A response to Schloss, Wolf, and Schloss. Exceptional Children, 55(2), 181.

half-time employment / research synthesis / disincentives to work

The author's comments challenge Schloss, Wolf, and Schloss' (see Entry No. 322) conclusions of financial disincentives for full-time employment.

322.
Schloss, Patrick J.; Schloss, Cynthia N.; & Wolf, Constance W. (1988).

Continuing views of the financial implications of employment for persons with disabilities. Exceptional Children, 55(2), 182-183.

half-time employment / disincentives to work / research synthesis

The authors reply to Knapp's comments in the previous entry.

323.
Gresham, Frank M.; & Elliott, Stephen N. (1989).

Social skills deficits as a primary learning disability. Journal of Learning Disabilities, 22(2), 120-124.

social skills / learning disabilities

Advances in the definition of social skills deficits in children and youth with learning disabilities are presented and critiqued. The proposed modified definition of learning disability by the Interagency Committee on Learning Disabilities, which includes social skills deficits as a specific learning disability, is presented and discussed. This definition is analyzed from primary, secondary, and social learning theory causative hypotheses. Development of an adequate assessment technology is viewed as critical to the identification and classification of social skills deficits in children and youth with learning disabilities.

324.
Plata, Maximino; & Bone, Jerri (1989).

Perceived importance of occupations by adolescents with and without learning disabilities. Journal of Learning Disabilities, 22(1), 64-65, 71.

learning disabilities / attitudes

A study of the perceived importance of 23 occupations by 65 adolescents with learning disabilities and 85 adolescents without learning disabilities revealed that occupations were ranked similarly by the two groups (Rho=.76). Analysis of the groups' rank order indicated diversity of students' perceptions about the importance of various occupations.

325.
Lovett, David L.; & Harris, Mary B. (1987).

Identification of important community living skills for adults with mental retardation. Rehabilitation Counseling Bulletin, 31(1), 34-41.

community integration / social skills / independent living

The authors sought to identify skills that are important for the successful community living of adults with mental retardation. A 68-item questionnaire was completed by 73 individuals who had significant contact with adults with mental retardation. Vocational, social, and personal skills were considered significantly more important than were leisure and academic skills. Implications for counseling and training programs were discussed.

326.
Farley, Roy C.; & Hinman, Suki (1987).

Enhancing the potential for employment of persons with disabilities: A comparison of two interventions. Rehabilitation Counseling Bulletin, 31(1), 4-16.

generalization / social skills / job retention

The effects of two interventions concerned with enhancing the career development of persons with disabilities were compared using a random pretest-posttest design. One group received a situation-specific intervention based on a skills deficit model. A second group received an intervention combining the skills deficit and inhibition models and emphasizing the generalization of skills across settings. The results of both programs were superior to those of a control group that received no intervention. The results of the intervention combining the two models and emphasizing the generalization of skills across settings were superior to the other intervention on three of six measures.

327.
Ju, Jean J.; & Thomas, Kenneth R. (1987).

The accuracy of counselor perceptions of client work values and client satisfaction. Rehabilitation Counseling Bulletin, 30(3), 157-166.

rehabilitation counseling / work values / client satisfaction

The purpose of this study was to investigate the relationship between the accuracy of counselor perceptions of client work values and client satisfaction with service received. The participants included 25 counselors and 70 clients recruited from five rehabilitation workshops in the Midwest. Counselor perceptions of client work values were compared with the inventoried work values of those clients. The analysis of data indicated that (a) there were significant differences between counselor and client perceptions of client work values, and (b) there was a significant relationship between the accuracy of counselor perceptions and the satisfaction with services reported by a client. Limitations of the study and directions for future research are discussed.

328.
Szymanski, Edna Mora; & Parker, Randall M. (1987).

Supported employment research: A commentary. Rehabilitation Counseling Bulletin, 31(1), 59-63.

supported employment / research synthesis

Problems with the definition of terms and validity of the results of research on supported employment are discussed.

329.
Agran, Martin; Moore, Stephen; & Martin, James E. (1988).

Research in mental retardation: Underreporting of medication information. Research in Developmental Disabilities, 9(4), 351-357.

drug therapy / research synthesis / behavior analysis

Estimates of psychoactive drug use among persons residing in community and institutional settings suggest high prevalence rates. Psychoactive drug use has been associated with impairments in adaptive functioning. As a result, drug-induced effects may represent potential confounds that need to be considered when evaluating treatment outcomes. Consequently, information about drug regimens should be reported in empirical investigations. In this investigation, a review of six applied research and special education journals over an 11-year period was conducted to determine the extent to which information about drug regimens of participants was provided. It was determined that only slightly more than 3% of the articles reported information about subject medication usage and only 1.5% reported information relating to the use of medications as independent variables. The results are discussed in terms of their implications for recommending that providing information about drug regimens should become standard practice when describing subjects.

330.
Pueschel, Siegfried M. (Ed.) (1988).

The young person with Down Syndrome: Transition from adolescence to adulthood. Baltimore: Paul H. Brookes Publishing Co.

independent living / social skills / community integration / leisure skills / vocational training / advocacy

This book provides both parents and practitioners with in-depth discussions of the critical issues surrounding the special challenges in the transition process from school to integrated adult life for persons with Down Syndrome. The following aspects of adult life are discussed: (a) independent living, (b) sexual development, (c) self-awareness and esteem, (d) employment, (e) recreation, and (f) social integration. Chapters on these topics were contributed by professionals who have worked in the field for many years. Innovative programs, appropriate strategies, and underlying philosophies are discussed. References and an index are included.

331.
Scheerenberger, R. C. (1983).

A history of mental retardation [with Instructor's guide]. Baltimore: Paul H. Brookes Publishing Co.

history / mental retardation

The purpose of this text is to present a comprehensive historical representation of the major decisions, events, and personages in mental retardation. The treatment is international in perspective. The time period covered is from the beginning of mankind through the year 1959. Illustrations, references, and an index are included.

332.
Scheerenberger, R. C. (1987).

A history of mental retardation: A quarter century of promise [with Instructor's guide]. Baltimore: Paul H. Brookes Publishing Co.

history / mental retardation

This volume covers the historical period of mental retardation from 1960-1984, 25 years replete with new concepts, new directions, and new aspirations. Though it stands alone in terms of content, it also serves as a sequel to A history of mental retardation [Entry No. 331 above]. The text focuses on activities only in the U.S. and is divided into two primary sections: Understanding Mental Retardation, and Social Care and Treatment. Illustrations, references, and an index are included.

333.
Evans, Ian M.; & Meyer, Luanna H. (1985).

An educative approach to behavior problems: A practical decision model for interventions with severely handicapped learners. Baltimore: Paul H. Brookes Publishing Co.

behavior modification / special education / classroom management

This book is about educational decision making as it relates to behavior problems in the classroom. It is written primarily for teachers of severely handicapped, school-age children, but can be helpful for any clinician confronted with behavior problems. The procedures and ideas presented represent instruction-based strategies for dealing with all behavior problems in educational settings, including community-based and vocational training programming. The purpose of this book is to encourage the development of these creative, flexible strategies in accordance with principles reflecting the most recent advances in the field. The Flowchart Task Book is included in the appendix. References and index are included.

334.
Schleien, Stuart J.; & Ray, M. Tipton (1988).

Community recreation and persons with disabilities: Strategies for integration. Baltimore: Paul H. Brookes Publishing Co.

community integration / leisure skills / behavior analysis

This text provides a conceptual framework and the specifics of application relative to integrated leisure lifestyles for persons with disabilities. The conceptual foundation rests on the interrelated aspects of least restrictive environment and ecological models for active participation in recreation. A series of case studies illustrate the application of concepts and approaches in a community setting. Appendixes include the Leisure Interest Survey and Building Access Survey, along with other forms and an annotated bibliography. References and an index are included.

335.
Janicki, Matthew P.; & Wisniewski, Henryk M. (Eds.) (1985).

Aging and developmental disabilities: Issues and approaches. Baltimore: Paul H. Brookes Publishing Co.

aging / demographics / research synthesis / human services

This book is designed to offer professionals in developmental disabilities and gerontology an opportunity to explore the significant issues that affect the lives of older mentally retarded and developmentally disabled persons. Of concern are the ways to approach planning, administering, and delivering services to this population and methods to obtain a better understanding of the aging process. References and an index are included.

336.
Anastasiow, Nicholas J. (1986).

Development and disability: A psychobiological analysis for special educators. Baltimore: Paul H. Brookes Publishing Co.

human development / special education / environmental psychology

This book describes the course of human development and examines the factors, practices, and strategies that both enhance and distort adult functioning. Throughout the book, the normal course of development is perceived as the foundation from which all human behavior is interpreted. Against the yardstick of normal development, the child with special needs is examined as to the factors that impede attainment of similar levels of development. Intervention and counseling efforts are maximized for the special educator with this multidisciplinary understanding of child development. References and an index are included.

337.
Kavanagh, James F. (Ed.) (1988).

Understanding mental retardation: Research accomplishments and new frontiers. Baltimore: Paul H. Brookes Publishing Co.

mental retardation / human development / aging / research synthesis

Professionals in the field of mental retardation contributed chapters devoted to major research accomplishments in the biomedical and behavioral sciences of the past 25 years and provide insight into the future challenges and opportunities in mental retardation. Among topics covered are etiological models of mental retardation as they relate to conditions and events prior to conception, advances in assessment of fetal and maternal well-being, neuroimaging techniques, cognitive and behavioral development, and issues affecting adult and elderly mentally retarded persons. References and an index are included.

338.
Gardner, James F.; & Chapman, Michael S. (1985).

Staff development in mental retardation services: A practical handbook. Baltimore: Paul H. Brookes Publishing Co.

human services / personnel preparation / program development

This book has been designed for students who plan to work in programs providing services to persons with mental retardation, and for those already working in these agencies who need to review basic information about service delivery. Basic skills, knowledge, and values needed in the first months of employment are presented in this manual. Chapters are designed as interactive learning and orientation packages and contain learning objectives and exercises. General areas covered are foundations of services, development of programs, behavioral observation and management, personal wellness and safety, and managing the employment situation. A glossary, references, and an index are included.

339.
Wehman, Paul; Wood, Wendy; Everson, Jane M.; Goodwyn, Roberta; & Conley, Stephen (1988).

Vocational education for multihandicapped youth with cerebral palsy. Baltimore: Paul H. Brookes Publishing Co.

cerebral palsy / vocational education / curriculum / rehabilitation engineering

This book focuses on implementing effective vocational education programs for young adults with cerebral palsy. It provides techniques and strategies for vocational instruction, teaching strategies, adaptations, rehabilitation guidelines, starting a community-based work experience program, and initiating a transition process. References, appendixes, and an index are included.

340.
Horner, Robert H.; Dunlap, Glen; & Koegel, Robert L. (Eds.) (1988).

Generalization and maintenance: Life-style changes in applied settings. Baltimore: Paul H. Brookes Publishing Co.

generalization / research synthesis / behavior modification / independent living

Focusing on the critical issues of generalization and maintenance for persons with severe handicaps, this text offers a comprehensive review of state-of-the-art efforts to teach adaptive behaviors that generalize across appropriate settings and maintain over time. The book emphasizes the life-style significance of generalization and maintenance, the empirical foundation for current advances, and practical recommendations for applied procedures. Incorporated throughout the text are descriptions of the general principles of generalization programming, as well as many specific training techniques. References append each contributed chapter. An index is included.

341.
Dokecki, Paul R.; & Zaner, Richard M. (Eds.) (1986).

Ethics of dealing with persons with severe handicaps: Toward a research agenda. Baltimore: Paul H. Brookes Publishing Co.

ethics / research synthesis / quality of life

This interdisciplinary book grew from a conference on the ethics of intervention decision making for persons with severe mental retardation, held in the spring of 1985, and contains contributions from ethicists, theologians, special educators, psychologists, physicians, and lawyers on the moral and practical issues. Authors discuss topics such as decision making for research, prevention of retardation, quality of life, early intervention, family research, and moral aspects of special education. References and an index are included.

342.
Wodrich, David L. (1984).

Children's psychological testing: A guide for nonpsychologists. Baltimore: Paul H. Brookes Publishing Co.

psychoeducational assessment

This book has been written to explain the basics of psychological testing in clear, jargon-free language understandable to nonpsychologists. Included are (a) easy-to-follow explanations of the basic principles of psychological measurement, (b) detailed information on tests of infant development as well as children's tests of intelligence, special abilities, academic achievement, adaptive behavior, and personality, (c) explanations of the concepts of mental retardation, learning disability, and emotional disturbance, and how psychological tests help to diagnose these conditions, and (d) advice on what tests can and cannot do. The Appendix contains a "Summary of additional frequently used tests." References and an index are included.

343.
Fussey, Ian; & Giles, Gordon Muir (Eds.) (1988).

Rehabilitation of the severely brain-injured adult: A practical approach. London: Croom Helm.

traumatic brain injury (TBI) / independent living / behavior therapy model

The aim of this book is to provide a practical, interdisciplinary approach to the rehabilitation of the severely brain-injured adult with cognitive and functional deficits. This book provides practical ideas, based on the behavior therapy model, from a number of professional perspectives. The essence of the model views the patient within a societal context, be it the home environment or institution, with the basic goal of the development of functional skills for independent living. References and an index are included.

344.
Levine, Phyllis; Edgar, Eugene; Dubey, Peggy; & Levine, Ron (1987).

Special education students in transition: Methodological guidelines. Seattle: Networking and Evaluation Team, Experimental Education Unit WJ-10, University of Washington. (Comp. No. 84.158L - OSERS File No. 179)

follow-up studies / special education / Washington / program development

This manual contains tables, forms, and guidelines for developing follow-up and follow-along studies of special education leavers. Both of these studies provide a data base for examining the outcomes of special education in order to evaluate program effectiveness, facilitate curriculum modification, and develop procedures for transition from school to work. Documentation illustrates progress in employment, independent living, and postschool adjustment.

345.
Amarillo College. ACcess Division (n.d.).

TAP into success with transitional assistance for postsecondary students. Amarillo, TX: Author. (Comp. No. 84.078C - OSERS File No. 167)

Texas / Project TAPS / learning disabilities / postsecondary education

This manual describes Project TAPS (Transitional Assistance for Postsecondary Students) at Amarillo College, Amarillo, Texas, and contains course descriptions, application forms, and goals statement to help students with learning disabilities have a successful college experience.

346.
Schalock, Robert L.; & Harper, Roger S. (1978).

Placement from community-based mental retardation programs: How well do clients do? American Journal of Mental Deficiency, 83(3), 240-247.

competitive employment / program evaluation / community integration / rural areas

Mentally retarded clients (N=131) placed during a two-year period from either an independent living or competitive employment training program were evaluated as to placement success. Thirteen percent returned to the training program. Successful independent living placement was related to intelligence and demonstrated skills in symbolic operations, personal maintenance, clothing care and use, socially appropriate behavior, and functional academics. Successful employment was related to sensorimotor, visual-auditory processing, language, and symbolic-operations skills. Major reasons for returning from a job to the competitive employment training program included inappropriate behavior or need for more training; returning from community living placement was related to money management, apartment cleanliness, social behavior, and meal preparation.

347.
Chancellor's Office, California Community Colleges (n.d.).

Campus coordinator's notebook. Sacramento, CA: Author.
(Comp. No. 84.078B - OSERS File No. 86)

California / community colleges / learning disabilities

This notebook includes relevant portions of the examiner's notebook for the "Program Standards and Eligibility Criteria for Learning Disabled Adults in Postsecondary Education" Project and outlines a step-by-step procedure for the tasks required for this project. Included are calendar of tasks, testing preparation, training preparation, clinical judgment survey, procedures for test administration, reliability, and reporting data.

348.
DeStefano, Lizanne; & Snauwaert, Dale (1989).

A value-critical approach to transition policy analysis.
Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

special education / vocational rehabilitation / policy research / federal legislation

The purpose of this monograph is twofold: (1) to provide a deeper understanding of the two federal units, special education and vocational rehabilitation, that have the greatest impact on the transition initiative; and (2) to analyze the implications for transition which emanate from the interaction of these two units. The research questions that were posed in order to fulfill these purposes are:

1. What are the forces that shape the two policy units?
2. Is the transition initiative consistent with these forces?
3. Is the interaction between special education and vocational rehabilitation policy coherent? If not,
4. What are the implications for transition?

The monograph is divided into four chapters. Chapter 1 is devoted to a discussion of the two methodologies used in the study: the value-critical approach to policy analysis and legislative history. Chapter 2 presents the legislative history of special education. Chapter 3 discusses briefly the federal disability policy system and presents a legislative history of vocational rehabilitation. Chapter 4 discusses the interaction between special education and vocational rehabilitation from a value-critical perspective. It is argued that there exists a value conflict between the two systems that jeopardizes the transition initiative. References and a glossary of key federal statutes affecting special education and rehabilitation are included.

349.
Stake, Robert E.; Denny, Terry; & DeStefano, Lizanne (1989).

Perceptions of effectiveness: Two case studies of transition model programs. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

program evaluation / case studies / model programs

In this monograph, two case studies of two transition programs are presented in an attempt to obtain local perceptions about the extent to which the issues associated with evaluation in transition projects [see Issues in research on evaluation: Improving the study of transition programs for adolescents with handicaps, (Stake 1986), Entry No. 69, Annotated Bibliography, vol. 2] identified in the previous year were present at project level. The Transition Project at Grays Harbor, Washington, and the Transition Services Project, Santa Barbara, California, were the two model programs studied by the evaluators. Although the methodologies remained the same, the issues that arose during the case studies varied. In his case study of a Santa Barbara, California, School District project, Terry Denny was concerned with the transition issues of Mexican-American parents; the problems with interagency agreements; the importance of a shared view of transition; and the perceptions of project staff concerning the ideal evaluation report. In his study of a community college program in Grays Harbor, Washington, Robert Stake found himself focusing on the notion of local success vs. national model, the effects of overpromising in grant applications, the evaluator's role in project development, generalizability, and reasonable expectations for evaluation.

350.
Braddock, David; Hemp, Richard; & Howes, Ruth (1984).

Public expenditures for mental retardation and developmental disabilities in the United States: State profiles (Public Policy Monograph Series, Number 5). Chicago: Expenditure Analysis Project, Evaluation and Public Policy, Institute for the Study of Developmental Disabilities, University of Illinois at Chicago.

data analysis / mental retardation / public expenditures

This is the second report of the Institute for the Study of Developmental Disabilities' series of publications describing the state-Federal fiscal structure of the developmental disabilities field. It presents detailed state-by-state expenditure data for the FY 1977-84 period. Each state's graphic fiscal profile is accompanied by extensive technical notes describing the state's budget organization, and delineating precisely how the analysis of that state's expenditure record was accomplished. The document contains an Introduction and three major parts. The Introduction overviews the MR/DD Expenditure Analysis Project and summarizes the methodology utilized in this presentation of expenditure data over the FY 1977-84 period. Part One, the United States Chart Series, graphically presents expenditure data aggregated across the 50 states and the District of Columbia for the eight-year period. Each section of U.S. Charts is preceded by several paragraphs describing the charts within that section. Part Two, the bulk of the document, presents a 10-page chart series for each of the 50 states and the District of Columbia. Each of these series is a state version of the United States charts presented in Part One. Each state-by-state chart series is accompanied by Technical Notes explaining state data sources and service system characteristics. Part Three presents the Supplementary Chart Series, depicting nationwide fiscal trends and service statistics in income maintenance and special education programs.

351.
Custer, Susan; McKean, Kathy; Manceaux, Jean; Meyers, Celia; Murphy, Deborah; Olesen, Sylvia; & Parker, Susan (n.d.).

SMARTS: A study skills resource guide. Cushing, OK: The Oklahoma Child Service Demonstration Center and Project OVERS. (Comp. No. 84.078C - OSERS File No. 118)

Project OVERS / Oklahoma / study skills / learning disabilities

This handbook is directed toward providing all students with strategies and techniques that will help them gather, record, organize, understand, remember, and use information presented in the classroom. It has been designed as a resource of activities to help the teacher teach study skills. A Study Skills Inventory is included.

352.
Oklahoma Child Service Demonstration Center (1988).

Multi-media materials catalogue. 1989 edition. Secondary level, grades 6-12. Cushing, OK: Author. (Comp. No. 84.078C - OSERS File No. 118)

Oklahoma / literature review / learning disabilities

This catalogue provides a listing of annotations on multi-media in the following areas: reading, language arts, math, science, social studies, study skills, games, adult materials, survival skills, software, and professional materials. These materials are appropriate for use with secondary and adult learning disabled students. Prices are included as well as publisher's index.

353.
Brown, Fredda; & Lehr, Donna H. (Eds.) (1989).

Persons with profound disabilities: Issues and practices. Baltimore: Paul H. Brookes Publishing Co.

research synthesis / community integration / vocational training / special education

The purpose of this book is to present issues and practices as they relate specifically to individuals with profound disabilities. Professionals in various fields contribute chapters on issues and practices unique to this population. Legal, research, integration, and educational issues are discussed in the first section of the book. The second section includes chapters on educational programs, curriculum, vocational training, and residential services. References and index are included.

354.
Lagomarcino, Thomas R.; Hughes, Carolyn; & Rusch, Frank R. (Eds.) (1988).

Self-management: Facilitating employee independence in supported employment settings (Vol. 4). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

supported employment / independent living / community integration / self-control training

Seven contributed articles in this monograph provide insight into the importance of self-management training in supported employment to help employees with handicaps become independent and involved in their own behavior change. Models and strategies are provided for teaching self-management in employment settings and can be used by job coaches to increase the independence of target employees in supported employment. References are included with each chapter.

355.
U.S. General Accounting Office (1987).

Social Security: Little success achieved in rehabilitating disabled beneficiaries. Washington, DC: Author.

Social Security benefits / vocational rehabilitation / policy research

This report addresses the situation that relatively few Social Security disability insurance beneficiaries have been placed in competitive jobs and removed from the benefit rolls. The report proposes that the Congress consider directing the Social Security Administration to carry out a demonstration project to test whether a sliding disability benefit scale increases the number of beneficiaries who return to work. Appendixes and tables are included.

356.
Burton, Louise Fulton; Peterson, Gerald A.; Towner-Harmer, Rebecca; & Wojciehowski, Thomas W. (1988).

Handbook for conducting follow-through studies with students in transition. Riverside, CA: Riverside County Office of Education.

California / follow-up studies / data analysis / program evaluation

This handbook is a description of a proposed model transition follow-through system which can be used to track the success of students with severe handicaps throughout their secondary school years and into adulthood. Two major components of the model are follow-up and follow-along. It includes information concerning administrative requirements, procedures for collecting baseline data and follow-up interviews, recommendations on data management systems, instruments, and sample forms needed.

357.
Vandergoot, David; Gottlieb, Amy; & Martin, Edwin W. (1988).

The transition to adulthood of youth with disabilities. Washington, DC: William T. Grant Foundation. Commission on Work, Family and Citizenship.

policy research / transition

This monograph examines the transition to adulthood of youth with disabilities and strongly recommends that policies continue to build and expand upon this premise that youth with disabilities have the right to an equal opportunity to be integrated into all sectors of social life. It is recommended that (a) policies be encouraged that help increase public awareness of problems faced by youth in transition, and (b) crisis-oriented services be replaced with ones that anticipate needs. Intervention strategies across the fields of education, rehabilitation, and employment are emphasized. References are included.

358.
Repp, Alan C.; Felce, David; & de Kock, Ursula (1987).

Observational studies of staff working with mentally retarded persons: A review. Research in Developmental Disabilities, 8(2), 331-350.

behavior analysis / personnel preparation / rehabilitation counseling

Experimental or quasi-experimental studies of the behavior of staff working with retarded persons were reviewed and provided the following generalizations: (a) staff often have very low rates of interactions with clients, (b) a disproportionate number of interactions occur with a relatively small number of clients, (c) structured settings promote more interactions, (d) small teaching groups promote interactions, (e) staff involvement in relevant decisions promotes interactions, (f) larger, more global, and ecological assessments of both staff and clients provide important information on the effects of staff management and training, (g) lowering the reading difficulty of training materials increases staff comprehension, (h) lectures tend to improve academic skills while practicum training improves teaching skills, (i) some trained skills generalize while others do not, apparently unsystematically, (j) a system in which supervisors rather than researchers external to the facility do the training is feasible, (k) various low cost systems of public or private feedback can increase staff participation in their duties, (l) implementation of strict administrative policies can reduce tardiness and absenteeism, and (m) staff may be very reactive to announced observation by inspection agencies.

359.
Okolo, Cynthia M. (1988).

Instructional environments in secondary vocational education programs: Implications for LD adolescents. Learning Disability Quarterly, 11(2), 136-148.

vocational education / secondary education / learning disabilities

As increasing numbers of students with learning disabilities and other mild handicaps enroll in secondary vocational education, it becomes imperative for LD teachers to be knowledgeable about the characteristics of these programs and the instructional and behavioral demands students will be expected to meet. In this study, 30 secondary vocational educators were observed for a total of 116 observational sessions to gather data on the instructional environment of vocational education programs. Observational data were collected on curricular content, curricular format, student behavior, teacher behavior, and teacher focus. Differences between the data obtained on exploratory and preparatory programs were analyzed. Results indicate that the two types of programs pose somewhat different sets of demands, and that LD adolescents may require continuing support from the secondary special educator if they are to experience success in these programs.

360.
Siperstein, Gary N.; & Bak, John J. (1989).

Social relationships of adolescents with moderate mental retardation. Mental Retardation, 27(1), 5-10.

social skills / friendship

The social relationships of 64 adolescents with moderate mental retardation from seven classes in a special day school were examined via two sociometric measures. Results indicated that the classes contained social structures similar to those found in regular classrooms for students without retardation. Students were selective in choosing friends and playmates, there was reciprocity in their friendship choices, and classes had popular and rejected students. Further, students frequently chose as friends members of the opposite sex, peers from other classes, and adults in the school and community. Implications for future research concerning the nature and development of friendships among students with mental retardation were discussed.

361.
Thorin, Elizabeth; Browning, Philip; & Irvin, Larry (1988).

Measuring knowledge of citizenship rights and responsibilities. Research in Developmental Disabilities, 9(1), 85-92.

citizenship / testing and measurement

The purpose of this study was to develop and standardize an instrument designed to assess the extent to which people with mental retardation demonstrate knowledge about citizenship rights and responsibilities. The test development phase included: (a) generating 83 items related to six content areas (i.e., human, civil, and legal rights; and moral, civic, and legal responsibilities), and (b) pilot testing these items with 236 members of self-advocacy groups for people with developmental disabilities. The resulting 30-item instrument was standardized with a sample of 391 self-advocates from 13 states. The psychometric properties of the standardized instrument are described. The instrument's potential usefulness as a device for screening, diagnosis, and program evaluation was supported by its psychometric properties. Future studies could address the use of the instrument with the secondary school age population that faces the transition from school to community.

362.
Bordieri, James E.; & Drehmer, David E. (1987).

Attribution of responsibility and predicted social acceptance of disabled workers. Rehabilitation Counseling Bulletin, 30(4), 218-226.

social skills / co-worker involvement / attitudes

Perceived co-worker acceptance of disabled job applicants in the workplace was experimentally explored. A total of 125 business administration undergraduate students reviewed the cover letter and resume of a handicapped applicant and the job description for a hypothetical position. The applicant's disability was systematically manipulated in the cover letter, and attribution of responsibility for the disability was measured. The results supported the hypothesis that social acceptance of the applicant was influenced by the presumed personal blame for the disability. The type of disability did not affect the co-worker acceptance variable. Implications for employee bias are discussed, and suggestions for future research are presented.

363.
Tines, Jeffrey; Rusch, Frank R.; & McCaughrin, Wendy B. (1989).

Supported employment in Illinois: Benefits versus costs (Vol. 5) (With an Introduction by Ronald W. Conley). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois.

supported employment / cost effectiveness / Illinois

The focus of the papers in this monograph is on comparing the benefits and costs of providing supported employment programs in Illinois. The importance of benefit-cost analysis is discussed, as well as the extensive and comprehensive information system the State of Illinois has pioneered to assess the effectiveness of supported employment. The appendix includes supported employment evaluation forms and income data on 394 workers.

364.
Nisbet, Jan; & Hagner, David (1988).

Natural supports in the workplace: A reexamination of supported employment. Journal of the Association for Persons with Severe Handicaps, 13(4), 260-267.

supported employment / job coach / co-worker involvement / community integration / job retention

The purpose of this article is to examine some of the basic premises of supported employment initiatives. In particular, the role of agency-sponsored job coaches in supporting employees with severe disabilities in integrated work environments is discussed. A broader concept of supported employment is proposed, based on studies of the supports and informal interactions characteristic of natural work environments. Alternative support options, entitled the Mentor Option, the Training Consultant Option, The Job Sharing Option, and the Attendant Option, which involve the active participation of supervisors and co-workers, are presented with suggestions for implementation.

365.
Rusch, Frank R.; & Hughes, Carolyn (1988).

Supported employment: Promoting employee independence. Mental Retardation, 26(6), 351-355.

supported employment / self-control training / co-worker involvement

This article introduces a process that employment specialists may use in supported employment to promote the independent performance of target employees. Four strategies are described that include (a) evaluating employee independence on the job, (b) teaching employee adaptability, (c) facilitating assistance by co-workers, and (d) transferring control of employee independence to work-related stimuli. The process is based upon emerging research that indicates that target employees can become active participants in promoting their own independent performance.

366.
Trach, John S.; & Rusch, Frank R. (in press).

Supported employment program evaluation: Evaluating degree of implementation and selected outcomes. American Journal on Mental Retardation.

program evaluation / supported employment / Illinois

This study examined the relationship between the degree to which adult service agencies implemented supported employment and selected program outcomes. Supported employment programs developed by adult vocational service agencies in Illinois served as the subject pool for data collection. Results indicated an inverse relationship between implementation and IQ and hourly wage, and a direct relationship between scores on job matching activities and the number of hours spent in job development.

367.
Rusch, Frank R.; & Hughes, Carolyn (1989).

Historical overview of supported employment: The influence of applied behavior analysis. Unpublished manuscript, Secondary Transition Intervention Effectiveness Institute, College of Education, University of Illinois, Champaign, IL.

supported employment / behavior analysis / federal legislation

This article traces the emergence of supported employment as a result of philosophical changes in expectations for persons with handicaps, as well as scientific developments that challenged prevailing theory over the past 15 years. The influence of applied behavior analysis also is outlined, and supported employment legislation is overviewed.

368.
Rusch, Frank R.; Chadsey-Rusch, Janis; & Johnson, John R. (in press).

Supported employment: Emerging opportunities for employment integration. In L. Meyer, C. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

supported employment / community integration / research synthesis

This chapter reviews literature that has criticized the structure and delivery of traditional employment-related adult service programs in order to trace the beliefs and assumptions held by nonhandicapped persons about persons with handicaps as they are reflected in the evolution of adult vocational programs. This chapter also examines new supported employment services that some persons with severe handicaps are receiving. Further, this chapter outlines the premises and beliefs of supported employment that counter the beliefs that form the basis for most traditional adult service programs. The chapter concludes with a review of the empirical research that constitutes the foundation for supported employment and suggestions of areas for future research.

369.
Dildy, Dennis R. (Ed.) (1985).

Guide to determining the vital components needed for a realistic vocational preparation program for severely disabled students. San Antonio, TX: Educational Service Center Region 20. (ERIC Document Reproduction Service No. ED 294 348)

program development / vocational education / independent living

This guide provides an approach to assist public schools and adult service agencies in designing programs that will maximize the ability of severely disabled students to function in non-sheltered vocational environments. The guide is composed of a list of questions to be used in a self-evaluation process: the questions concern needs assessment, measurable objectives, advisory council functions, parent involvement, use of available resources, current program features, development of a network of cooperative services, meeting student needs, and student placement. The guide is followed by a reprint of an article from the July 1984 issue of the Rehab Report of the Department of Physical Medicine and Rehabilitation at the University of Texas Health Science Center at San Antonio, which describes how special education programs can focus on teaching self-care skills, community functioning skills, and employment skills rather than teaching non-functional skills out of context. The guide concludes with a Disabled Peoples' Bill of Rights and Declaration of Independence, also from the Rehab Report.

370.
University of Wisconsin-Milwaukee. Disabled Student Services (1989).

U.S.T.E.P. (University Students Transition Enhancement Program) [Videocassette]. Milwaukee: Author.

video production / Wisconsin / learning disabilities / postsecondary education

This video (10:47 min.) presents the U.S.T.E.P. services for students with learning disabilities at the University of Wisconsin-Milwaukee campus. One feature of U.S.T.E.P. is a four week transitional program in the summer for students right out of high school which offers career counseling, academic planning, college survival skills classes, and test accommodations. Cooperative learning at the college level is an underlying philosophy of U.S.T.E.P. for students to learn from each other and to take responsibility for each other's learning. Disabled Student Services at University of Wisconsin-Milwaukee also offers assessment and diagnosis, notetaking assistance, tutorial assistance, peer support, learning style analysis, and registration assistance.

371.
Thresholds (1988).

Thresholds Young Adult Transitional Vocational Program [Videocassette]. Chicago: Author. (Comp. No. 84.023G - OSERS File No. 55)

Illinois / video production / psychiatrically disabled

Thresholds Young Adult Transitional Vocational Program services for emotionally and behaviorally disturbed students are described in this 8-minute video production. Independent living and ongoing employment are the goals for individuals who work their way through Thresholds training: kitchen crew, visiting chef program, pre-vocational class, and community experience program.

372.
Pancer, S. Mark; & Westhues, Anne (1989).

A developmental stage approach to program planning and evaluation. Evaluation Review, 13(1), 56-77.

supported employment / Virginia program evaluation / human services / program development

Human service programs can be seen as proceeding through a number of stages in the course of their development. Each stage can be characterized by a major issue or question to be answered. Evaluation research, if appropriately matched to a program's stage of development, can help inform the decision making that goes on at each step and resolve the questions that need to be answered before proceeding to subsequent stages. This article presents a brief overview of what these stages are, the questions to be answered at each stage, and the kinds of research activity that can assist in answering those questions.

373.
Miami-Dade Community College-North (1987).

Demonstration project for the learning disabled [Videocassette]. Miami, FL: Author. (Comp. No. 84.078C - OSERS File No. 114)

video production / Florida / community colleges / learning disabilities

This video (Beta, 10:27 min. in length) describes Miami-Dade Community College's demonstration project for its learning disabled students.

374.
Governor's Planning Council on Developmental Disabilities.
Minnesota State Planning Agency (1988).

A new way of thinking [Videocassette]. St. Paul, MN: Author.

video production / Minnesota / mainstreaming

This VHS video is approximately 20 min. in length and describes successful integration experiences for children and adults (preschool, school-age, transition, and adults). There is no copyright, and replication of this video is encouraged.

375.
Bullis, Michael; & Reiman, John W. (1989).

Survey of professional opinion on critical transition skills for adolescents and young adults who are deaf. Rehabilitation Counseling Bulletin, 32(3), 231-242.

hearing impaired / independent living / competitive employment

The purpose of this study was to gather professional opinion on critical competencies necessary for individuals who are deaf to live and work successfully in the community. In the first phase of the project, 17 rehabilitation counselors and work study coordinators, four of whom were deaf, participated in a modified nominal group process to generate lists of important competencies necessary for people who are deaf to succeed in employment and independent living. In the second phase, a national survey of persons representing an expert group, secondary school programs, postsecondary educational programs, independent living and rehabilitation agencies, and state rehabilitation programs was conducted to specify the most crucial skills. Comparisons of the ratings for each competency revealed general agreement among the different groups. Using these ratings, 12 critical skills were identified in the employment domain and in the independent living domain.

376.
Hill, M. Anne (1989).

Work status outcomes of vocational rehabilitation clients who are blind or visually impaired. Rehabilitation Counseling Bulletin, 32(3), 219-230.

visually impaired / vocational rehabilitation / follow-up studies

Using data from the Rehabilitation Services Administration on 18,394 blind and visually impaired individuals who were successfully rehabilitated during fiscal 1982, the author estimated the effects of socioeconomic and VR program variables on the probability that a client will be (a) placed in the competitive labor market, (b) self-employed, (c) placed in sheltered work, or (d) established as a homemaker. Maximum likelihood estimation yielded empirical results that indicate that sex, age, race, marital status, the severity of the visual impairment, and the type of services provided significantly influence the employment outcomes of visually impaired men and women.

377.
Kallembach, Sheri C. (1989).

TRANSITION: Resources to facilitate the transition from school to work of learners with special needs. Champaign, IL: Technical Assistance for Special Populations Program. National Center for Research in Vocational Education (University of Illinois site).

literature review / vocational education

This guide provides a comprehensive listing of resources for professionals and parents interested in transition. Contact information and/or annotations are included for all entries, some of which are: print resources, journals, newsletters, agencies and associations, databases, and directories. An index is included.

378.
Great Falls Vocational-Technical Center. Project ACCESS. (1988).

Adult services: Pathways to independence for parents of youth with mild disabilities [Videocassette]. Great Falls, MT: Author. (Comp. No. 84.078C - OSERS File No. 157)

video production / Project ACCESS / Montana

This video presentation (approx. 35 min. in length) is directed toward parents and teachers to inform them of the various community services available for transitioning students with mild disabilities. Interviews with several agency personnel are included.

379.
Great Falls Vocational-Technical Center. Project ACCESS. (1988).

Adult services: Pathways to independence for parents of youth with severe disabilities [Videocassette]. Great Falls, MT: Author. (Comp. No. 84.078C - OSERS File No. 157)

video production / Project ACCESS / Montana

This video presentation (approx. 35 min. in length) is directed toward parents and teachers to inform them of the various community services available for transitioning students with severe disabilities. Interviews with several agency personnel are included.

380.
ACRES - American Council on Rural Special Education (1988).

Alternative futures for rural special education. Proceedings of the Eighth Annual ACRES National Rural Special Education Conference. Monterey, CA: Author.

rural areas / special education / interagency cooperation / transition / independent living

This proceedings document of the Eighth Annual ACRES Conference includes some of the following topics on special education in rural areas: transition, interagency cooperation, service delivery issues, independent living, mainstreaming, and personnel preparation.

381.
William T. Grant Foundation Commission on Work, Family and Citizenship (1988).

The forgotten half: Non-college youth in America. An interim report on the school-to-work transition. Washington, DC: Author.

quality of life / policy research / employment opportunities

This is the interim report of the William T. Grant Foundation on America's forgotten youth. Recommendations for national policy are made. See Entry No. 207 for the final report's conclusions and recommendations.

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PARTIAL LISTING OF VIDEO PRODUCTIONS IN TRANSITION

Title: Adaptability Training Workshop.
Contact information: Illinois Supported Employment Program,
110 College of Education, 1310 S. Sixth St.,
Champaign, IL 61820; 217-333-2325
Date of production: 1988
Estimated cost: unknown

Title: Adult services: Pathways to independence for parents of youth with severe disabilities.
Contact information: Great Falls Transition Project,
Great Falls Public Schools, 2100 16th Ave.
So., Great Falls, MT 59405; 406-791-2108.
Date of production: 1988
Estimated cost: unknown

Title: The best that you can be.
Contact information: Career Assessment and Placement Center,
9401 S. Painter Ave., Whittier, CA 90605;
213-698-8121
Date of production: November 1986
Estimated cost: unknown

Title: Competitive employment.
Contact information: Young Adult Institute,
460 W. 34 St., New York, NY 10001;
212-563-7474
Date of production: 1986
Estimated cost: $45.00

Title: Enclaves.
Contact information: Specialized Training Program, Center on Human
Development, College of Education, University
of Oregon, Eugene, OR 97403; 503-686-5311
Date of production: nd
Estimated cost: $38.00

Title: Help wanted.
Contact information: Career Assessment and Placement Center,
9401 S. Painter Ave., Whittier, CA 90605;
213-698-8121
Date of production: January 1987
Estimated cost: unknown

Title: Introduction to Project T.A.P.S.
Contact information: Amarillo College, ACcess Division,
ACcessibility Services,
P.O. Box 447, Amarillo, TX 79178;
806-371-5436
Date of production: 1987
Estimated cost: unknown

Title: It's more than a job.
Contact information: Illinois Department of Rehabilitation,
Illinois Supported Employment Program,
Springfield, IL; 800-233-DIAL
Date of production: 1988
Estimated cost: unknown

Title: A new way of thinking.
Contact information: Governor's Planning Council on Developmental
Disabilities, Minnesota State Planning
Agency, 300 Centennial Office Building,
658 Cedar Street, St. Paul, MN 55155;
612-624-4848
Date of production: 1988
Estimated cost: unknown

Title: On Our Own Series: Employment: Parent roles and concerns.
Contact information: Young Adult Institute,
460 West 34 St., New York, NY 10001;
212-563-7474
Date of production: nd
Estimated cost: $45.00

Title: On our Own Series: Overcoming barriers to employment.
Contact information: Young Adult Institute,
460 W. 34 St., New York, NY 10001;
212-563-7474
Date of production: nd
Estimated cost: $45.00

Title: On Our Own Series: Preparation for employment: The role of schools and agencies.
Contact information: Young Adult Institute,
460 W. 34 St., New York, NY 10001;
212-563-7474
Date of production: nd
Estimated cost: $45.00

Title: On Our Own Series: Parents as transitional specialists.
Contact information: Young Adult Institute,
460 W. 34 St., New York, NY 10001;
212-563-7474
Date of production: nd
Estimated cost: $45.00

Title: Project employment program presentation tape.
Contact information: Young Adult Institute,
460 W. 34 St., New York, NY 10001;
212-563-7474
Date of production: nd
Estimated cost: unknown

Title: Project IMPACT: Dr. Granowsky-Parent awareness; Transition overview; Dr. Fair-Task force mission.
Contact information: Dallas Independent School District, Project
IMPACT, 4528 Rusk Avenue, Dallas, TX 75204;
214-826-0252
Date of production: 1985
Estimated cost: unknown

Title: Project READDY & The READDY Program.
Contact information: Long Island University, C. W. Post Center,
Department of Special Education,
Greenvale, NY; 516-299-2127
Date of production: 1987
Estimated cost: unknown

Title: Put that person to work. Part I & II.
Contact information: Outreach Development and Dissemination
Division, Developmental Center for Handicapped
Persons, Utah State University,
Logan, Utah 84322-6806; 801-750-2004
Date of production: 1987
Estimated cost: unknown

Title: Supported competitive employment for individuals with mental retardation: A parental perspective.
Contact information: RRTC, Virginia Commonwealth University,
1314 West Main Street, Richmond, VA
23284-0001; 804-257-1851
Date of production: nd
Estimated cost: $75.00 - purchase; $25.00 - rental

Title: Supported competitive employment: Implementing the model.
Contact information: RRTC, Virginia Commonwealth University,
1314 West Main Street, Richmond, VA
23284-0001; 804-257-1851
Date of production: 1987
Estimated cost: unknown

Title: Supported competitive employment for individuals with mental retardation.
Contact information: RRTC, Virginia Commonwealth University,
1314 West Main Street, Richmond, VA
23284-0001; 804-257-1851
Date of production: nd
Estimated cost: $100.00 - purchase; $25.00-rental

Title: Supported competitive employment for individuals with mental retardation: An employer perspective.
Contact information: RRTC, Virginia Commonwealth University,
1314 West Main Street, Richmond, VA
23284-0001; 804-257-1851.
Date of production: nd
Estimated cost: $75.00 - purchase; $25.00 - rental

Title: Supported Employment.
Contact information: AVATRAC,
1930 South Rosemary, Denver, CO
80231-3209; 303-755-6800
Date of production: 1987
Estimated cost: $12.00

Title: Supported employment: A new way to work.
Contact information: Parents' Graduation Alliance, Specialized
Training Program, College of Education,
University of Oregon, Eugene, OR 97403;
503-686-5311
Date of production: 1988
Estimated cost: $35.00

Title: Supported employment: In your best interest.
Contact information: Specialized Training Program, College of
Education, University of Oregon,
Eugene, OR 97403-5215; 503-686-5311
Date of production: 1988
Estimated cost: $35.00

Title: Supported employment: It works! A national satellite teleconference (2/2/88).
Contact information: The Job Accommodation Network,
P.O. Box 468, Morgantown, W. VA 26505 ;
800-576-7234
Date of production: 1988
Estimated cost: unknown

Title: Supported living: New community options.
Contact information: Parents' Graduation Alliance, Specialized
Training Program, Center on Human Development,
College of Education, Eugene, OR 97403;
503-686-5311
Date of production: 1987
Estimated cost: $45.00

Title: THRESHOLDS Young Adult Transitional Vocational Program.
Contact information: THRESHOLDS,
2700 North Lakeview Avenue, Chicago, IL 60614;
312-880-2471
Date of production: nd
Estimated cost: unknown

Title: Transitions.
Contact information: Young Adult Institute,
460 W. 34 St., New York, NY 10001;
212-563-7474
Date of production: 1986
Estimated cost: $45.00

Title: U.S.T.E.P.
Contact information: University Student Transition Enhancement
Program, Disabled Student Services,
P.O. Box 413, University of
Wisconsin-Milwaukee, Milwaukee, WI 53201;
414-963-5666
Date of production: 1989
Estimated cost: unknown

Title: Wait 'til you see what I can do.
Contact information: Las Cumbres Learning Services,
PO Box 663, Los Alamos, NM 87544;
505-662-4323
Date of production: 1987
Estimated cost: Series of 3 public service announcements for TV - $135.00; $50.00 individually

Title: Working II: Interpersonal skills assessment and training for employment.
Contact information: James Stanfield & Company,
P.O. Box 1983, Santa Monica, CA. 90406;
213-395-7466
Date of production: 1986
Estimated cost: $400

Title: Yes we can!
Contact information: Project ASSIST, Department of Special Education, University of Wisconsin - Whitewater, 800 W. Main St., Whitewater, WI 53190; 414-472-1106
Date of production: 1987
Estimated cost: unknown

OSERS PROJECT PRODUCTS LISTING

84.023D
Handicapped Children's Model Programs: Youth Employment Projects

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84.023G
Handicapped Children's Model Demonstration Program: Post-Secondary Projects

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84.078B
Post-Secondary Educational Programs for Handicapped Persons - Demonstration Projects for Mildly Mentally Retarded and Learning Disabled

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84.078C

Post-Secondary Educational Programs for Handicapped Persons - Demonstration Projects

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Transition Skills Development for Severely Handicapped Including Deaf-Blind Youth

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84.158A
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects

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Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

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OSERS PROJECTS FILE LISTING

84.023D
Handicapped Children's Model Programs: Youth Employment Projects

	OSERS File No.
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Dr. Charles C. Coker Project Director Research and Training Center University of Wisconsin/Stout Menomonie, WI 54751 (715) 232-1151	19
Dr. Joseph Demarsh Project Director Southwest Business, Industry & Rehabilitation Association 4410 N. Saddlebag Trail Scottsdale, AZ 85251 (602) 274-2710	8
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Dr. John McDonnell Project Director Milton Bennion Hall 221 University of Utah Salt Lake City, UT 84112 (801) 581-8121	16
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84.023G
Handicapped Children's Model Demonstration Program: Post-Secondary Projects

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Charles Bernacchio Project Director University of Southern Maine Human Services Development Institute 96 Falmouth Street Portland, ME 04103 (207) 780-4430	59
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84.078B

Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

(Expired)

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Dr. Earl Davis 93
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84.078B
Post-Secondary Educational Programs for Handicapped Persons - Demonstrations (Expired)

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84.078C
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84.086M
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84.128A
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(Expired)

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84.158A
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects
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84.158B
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84.158C
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84.158L
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84.158N

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